The First Fleet Database

Teachers Guide

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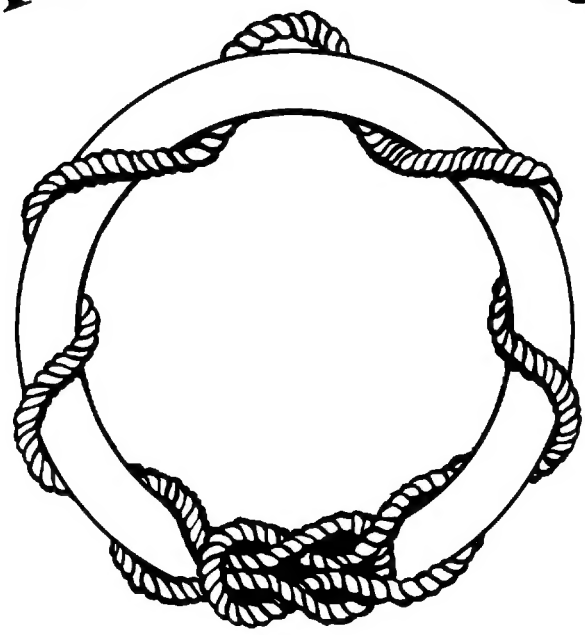

Convicts & Computers

Teachers Guide

EDUCATION DEPARTMENT OF TASMANIA, AUSTRALIA, 1982

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Charles Darwin on the convict system in Australia

. . . 'On the whole, as a place of punishment, the object is scarcely gained; as a real system of reform it has failed, as perhaps would every other plan; but as a means of making men outwardly honest, — of converting vagabonds, most useless in one hemisphere, into active citizens of another, and thus giving birth to a new and splendid country — a grand centre of civilisation — it has succeeded to a degree perhaps unparalleled in history.'

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PREFACE

By providing a database relating to the convicts who arrived with the First Fleet in 1788, this publication aims to give secondary students a greater understanding of information technology by giving a practical demonstration of computer application to historical research.

The publication consists of:
One Teachers Guide
One floppy disk containing the data
One hard copy print-out of the data
Thirty-two student worksheets.

The software is designed for a DOS 3.3 Apple II microcomputer with only one disk drive and a minimum of 48K Random Access Memory. A version is also available for a 32K BBC microcomputer with an 80 track disk drive. Back-up disks, for both versions, are available from the Tasmania Media Centre, 252 Argyle Street, Hobart, Tasmania, 7000.

INTRODUCTION

The information revolution

The phenomenon currently sweeping modern society has often been described as the 'INFORMATION REVOLUTION'. This popular term reflects the effect of new technology on the quantity of information available and on the methods by which this information is accessed. In the days before Gutenberg, scribes, monks and clerks manually copied the accumulated world knowledge for distribution to scholars. The advent of the printing press permitted exponential growth in the amount of information readily available and consequently in the number of persons receiving that information. The most recent quantum leap in the acquisition and dissemination of information has emanated from the advent of the computer. The 'spontaneous' generation and storage of data by computer has reduced the need for huge libraries and necessitated the education of the populace in the techniques of computerised information retrieval.

Educators have come to realise the importance of training students, not primarily to remember information, but to become familiar with procedures for finding the required information from proper sources at the time it is needed. Computerised information retrieval is merely the latest in the series of fact-finding skills with which modern schools must equip their students. Today's education system then becomes responsible for the development of students' organisational and analytical skills so that the interpretation rather than the acquisition of information becomes the learning goal.

The Australian perspective

As Australia approaches the bicentenary of her nationhood, Australians are becoming more acutely aware of the unique group of individuals who founded the first settlement at Sydney Town. This awareness has been the product of a keen interest by historians concerning the initial period of colonisation and the associated mass-production of books and films. Unfortunately, popular misconceptions have often resulted from over-dramatisation, sensationalism, a lack of accurate research, or too narrow a focus of the subject.

Ideally, Australian students should be given the opportunity to act as historians themselves, conducting research and drawing conclusions concerning the original convict settlers. However, the research process is a lengthy one which requires laborious collection of data and tedious tabulation of results, before the interesting and worthwhile establishment of trends can take place. For these reasons, teachers have been forced to abandon the active pursuit of history and to settle for the passive study of textbooks offering prepared author-interpretations.

Although history has often been misrepresented as an unchangeable record of the past, it is more accurate to say that past events can be interpreted differently according to the historian's selection of evidence. The Convict Database allows students the opportunity to examine evidence and so to propose their own interpretations.

The presence of the computer, in its role as information processor, can revolutionise the social science classroom. Research activities once considered impractical within the time frame of the course or the abilities of the students, are suddenly accessible to the secondary school. The establishment of a database on magnetic medium, and related information retrieval techniques controlled by microcomputer, bring real-world information processing under student control.

The First Fleet Convict Database available on floppy disk, for execution on the Apple II, offers a subset of 777 of the 163 000 convicts transported to Australia between the years 1788 and 1868. All the original convict settlers sailing with the First Fleet of 1788 are represented within this database so that the valid conclusions which can be drawn about them may be generalised to include the convict settlers of Australia as a whole. At long last students can engage in meaningful research in a practical way and can, under the guidance of their teachers, develop attitudes towards the first Australians which reflect a basis of fact.

SECTION I HISTORY OF TRANSPORTATION

From the time of early civilisation, a popular and effective method of dealing with offenders has been ostracism or exile from their society. This method of punishment removed the undesirable influence from the community without using valuable resources in support of the felon. Even after the establishment of formal prisons, overcrowding or lack of operating funds might occasionally result in wholesale banishment of a prison population from their country. Later, the concept of repayment to society resulted in prisoners serving in workgangs or on galleys as oarsmen. Finally during colonial times, when the new settlements were in need of increased population and manual labour, the concept of transportation was developed.

Prior to the 1775 American War of Independence, British transportees were sent the relatively short distance across the Atlantic to America. Once the autonomous United States refused to accept any further shipments, unsuccessful attempts were made to send the convicts to parts of Africa and to other British colonies. However, in the period 1775-1787, the majority of convicts were sent no further afield than the 'hulks', the holds of unseaworthy ships at anchor in ports of the kingdom. As the problem of overflow of the hulks and gaols became more severe, Parliament, through the urging of Lord Sydney, decided to direct the convicts to New South Wales.

Transportation served the dual purpose of removing the burden of the care of criminals from the old society in England and of providing free labour for the building of the new society in Australia. Just what type of 'raw materials' was the mother country providing as the basis for the infant colony? What was the distribution of the sexes? Were the convicts from primarily urban or rural areas? What type of crime resulted in transportation? It is precisely such questions which can be explored through use of the First Fleet Convict Database. It must be remembered though, that any information provided by the Database must be examined under the light of the society which produced the convicts.

The Industrial Revolution was a time of great upheaval in England. The disappearance of many cottage industries and the establishment of factories drew many people to the large urban areas. Overcrowding, poverty and unemployment led to an upsurge in the rate of crime. Parliamentarians of the upper class, to defend their person and their property, proclaimed a strict penal code in which capital punishment, life imprisonment and transportation were common deterrents.

Through improved communications, the more mobile population of the 18th century developed an attitude of growing enlightenment resulting in a reversal of official apathy towards prison conditions. It was at this point that Lord Sydney was able to convince Parliament to adopt what was believed to be the most humane solution; the establishment of the penal colony at Botany Bay.

View of Botany Bay

(In the Rex Nan Kivell Collection, National Library of Australia)

SECTION II THE FIRST FLEET

Under the command of Captain Arthur Phillip of the Royal Navy, eleven ships carrying over 1 400 persons sailed from Portsmouth on 13 May 1787. Bound for Botany Bay in the colony of New South Wales, the First Fleet covered over 15 000 miles in eight months. Six transports carried the 777 convicts while three storeships provided supplies and two men-o-war carrying the official party protected the fleet.

The voyage of the First Fleet was arduous and long. Fortunately, due to the foresight of Captain Phillip, only thirty-seven lives were lost enroute. The highlights of their progress were as follows:

13 May 1787	—	Depart Portsmouth, England
3 June 1787	—	Arrive Teneriffe, Canary Islands
10 June 1787	—	Depart Teneriffe, Canary Islands
5 July 1787	—	Cross Equator
6 August 1787	—	Arrive Rio De Janeiro, Brazil
4 September 1787	—	Depart Rio De Janeiro, Brazil
13 October 1787	—	Arrive Cape Town, South Africa
12 November 1787	—	Depart Cape Town, South Africa
1 January 1788	—	Adventure Bay, Van Dieman's Land
18 January 1788	—	Arrive Botany Bay, New South Wales
26 January 1788	—	Arrive Port Jackson, New South Wales

On arrival, the examination of Botany Bay revealed it to be unsuitable for initial settlement due to poor land and lack of fresh water in the area. Nine miles further north at Port Jackson a scouting party found ideal conditions in Sydney Cove, named by Governor Phillip in honour of the British parliamentarian. It was here that the cornerstone was laid in the building of the Australian nation.

The structure of the new colony was very dissimilar to that of Mother England. The social pyramid with Governor Phillip at its apex was composed of only two distinct layers. There was a big gap between the upper class free citizens, who served as civil and military authorities, and the wide base of the new society, the marines, sailors, and convicts.

The majority of the lower class were extremely unwilling settlers. Most convicts were urban residents of a working class background with few of the skills and none of the pioneering attitudes essential in a new colony. Research into their backgrounds reveals that overall the convicts were illiterate, prone to drunkenness and promiscuity, idle and unwilling to work. The bulk of these people were habitual offenders (although the offences might be considered petty in nature) and incorrigible.

Although most convicts lived with little comfort and much misery, it appears that their crimes were not committed under extreme duress. As a group, these convicts were not gallant poachers, nor 'Village Hampdens', but persistent criminals who preyed on their fellow-men. It was likely that their life of crime began early and that the severe punishments upon conviction held little deterrent. Upon arrival in the penal colony of New South Wales, these settlers endured many hardships, but often after a period of indenture to the state or to private free citizenry, the First Fleet convicts were granted land of their own and resigned themselves to life in the New World.

SECTION III STRUCTURE OF THE DATABASE

File structure

The handling of data is composed of a number of operations; collection, organisation, storage, and retrieval. The initial data for the First Fleet Convict Database was collected from a variety of sources, literary and archival. The data was then organised into a file containing one record per convict and thirteen fields per record. Each of the thirteen fields was named to correspond with the data it contained. This file is stored on floppy disk along with software which enables retrieval under user-specified constraints.

Table 1. Data Stored Within the Fields of the Database

Field Name	*Contents*
SURNAME	The family name commonly used.
G/NAME	The Given NAME of the convict.
ALIAS	Any other given or surname used.
SEX	Either M for male or F for female.
SHIP	The First Fleet transport on which the convict travelled. The first letter of the name of each ship is used as follows: A — Alexander C — Charlotte F — Friendship L — Lady Penrhyn P — Prince of Wales S — Scarborough
DATE	The date of the convict's trial, in the form DD-MMM-YY, e.g. 14-MAY-85 (means 1785).
PLACE	The area in England where the trial took PLACE.
CRIME	The CRIME for which the convict was Transported.
VALUE	The VALUE of the CRIME in the year 1787 in shillings.
SENTENCE	Either T if SENTENCEd to Transportation or D if SENTENCEd to Death, but commuted to Transportation.
TERM	The number of years to be spent as a convict (99 years means life imprisonment).
TRADE	The former TRADE of the convict.
AGE	The AGE of the convict in 1787.

Due to incomplete records not all thirteen pieces of data are known for each of the 777 convicts. If information is missing, the field may either be empty or may have a 'dummy' value in place. The 'dummy' values are as follows:

Table 2. Missing Values in the Database

ALIAS	Some convicts used an ALIAS (assumed name). In most cases information was not available and **NONE** has been recorded.
CRIME	If the CRIME is not known this field contains the description **FELONY.**
VALUE	If the VALUE is unknown or unrelated to the CRIME a **0** is stored.
TRADE	For many convicts who may have lived solely off the proceeds of CRIME, **NO TRADE** is recorded.
AGE	In many cases the AGE of the convict is unknown and is recorded as **0.**
DATE	Where the convicts DATE of trial is not known **NO DATE** is recorded on the Database.

Some of the fields contain details which may not be clearly understood by our 20th century student-historians. The next section will deal with some of these details. Statistics obtained from the database are supplied for the convenience of the teacher. This information should **not** be given to the students but rather should be obtained by them in the course of working with the database itself.

PLACE

Throughout the eighty-year period of active Transportation, convicts were sent to Australia from England, Ireland, Scotland and other British possessions. However, the convicts of the First Fleet lived and were tried solely in the counties of Old England. Boundaries and names have changed during the past two hundred years so, to facilitate the study and discussion of the geography of the time, a map of Old England has been provided. A list of all counties which yielded prisoners for the First Fleet is given below.

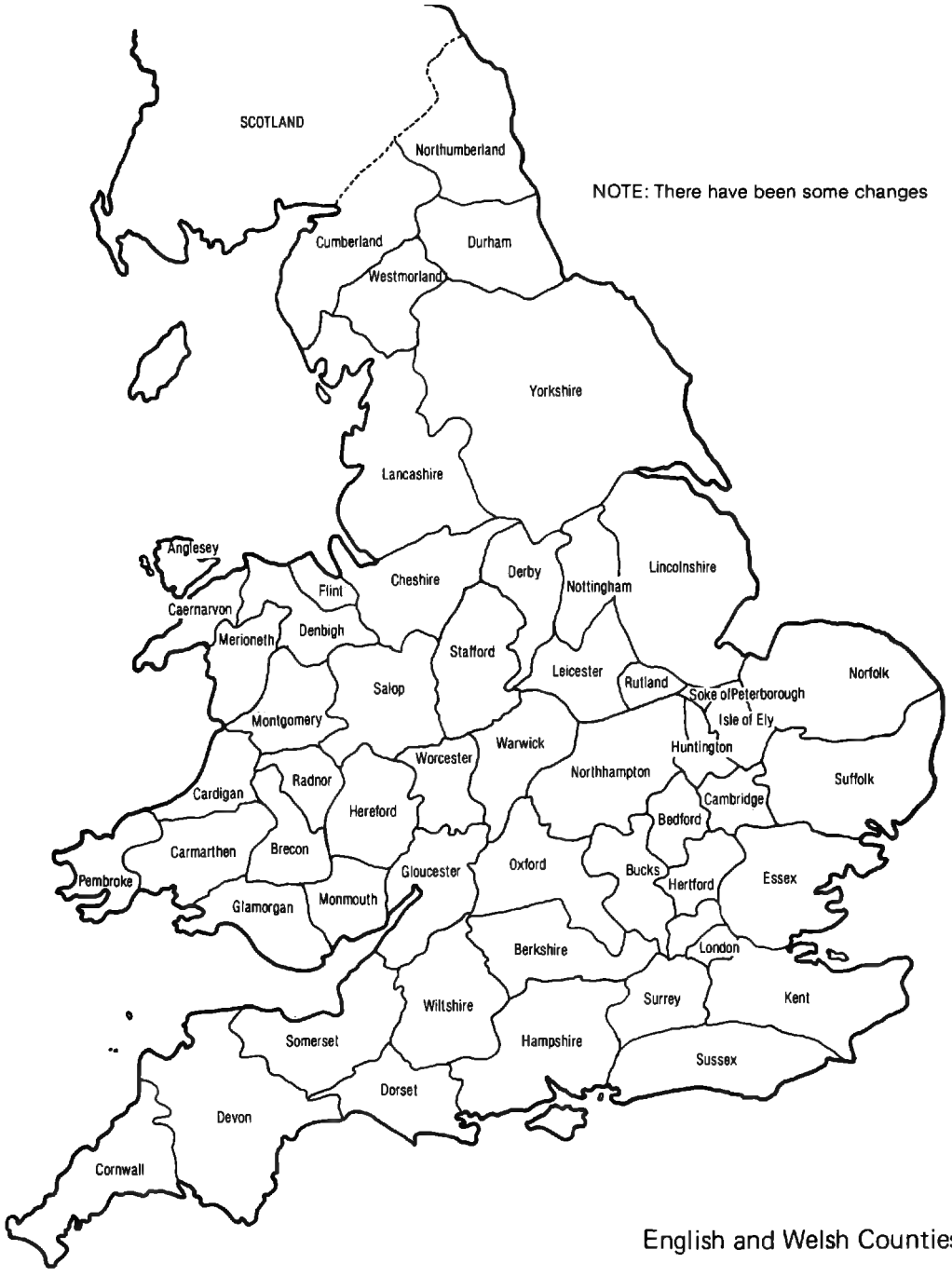
Table 3. English Counties and Other Places of Trial

Place	*No. Convicts*	*Place*	*No. Convicts*
BERKSHIRE	14	MIDDLESEX	5
BRECON	1	MONMOUTH	1
CHESHIRE	2	NORFOLK	5
CORNWALL	25	NORTHUMBERland	1
DERBY	2	NOTTINGHAMshire	3
DEVON	78	OLD BAILEY	321
DORSET	15	OXFORDshire	8
DURHAM	11	RADNORshire	1
ESSEX	9	SALOP	14
FLINT	1	SOMERSET	3
GLAMORGAN	1	STAFFORDshire	8
GLOUCESTERshire	43	SUFFOLK	2
HAMPSHIRE	23	SURREY	45
HERTFORDshire	5	SUSSEX	3
KENT	34	WARWICK	9
LANCASHIRE	33	WILTSHIRE	16
LINCOLNshire	12	WORCESTERshire	9
LONDON	4	YORKSHIRE	10

CRIME

The displacement of small farmers during the agrarian revolution and the concurrent population explosion of the 18th century resulted in thousands of homeless rovers swelling the already overcrowded urban areas. Crime then became the sole means of existence for families who for generations were hardened by the realities of life in England. As the CRIME rate increased so did the number of indictable offences and associated punishments. In 1787 there were almost 160 capital offences including such trivialities as cutting down trees, sending threatening letters, and animal theft. Over three-quarters of the CRIMEs which in 1787 occasioned Transportation, would today bring less than a few months in jail and the remainder would be punished by only a small fine. It is important to consider the conditions which led to these CRIMEs and the import of the CRIMEs on the community in order to understand the severe punishments inflicted.

There were basically three types of offences committed; offences against the person (murder, assault, rape); offences of a public nature (forgery, perjury, sacrilege); and offences against property (larceny, burglary, robbery etc.). The specific CRIMEs appearing in the Database are listed in Table 4.



NOTE: There have been some changes

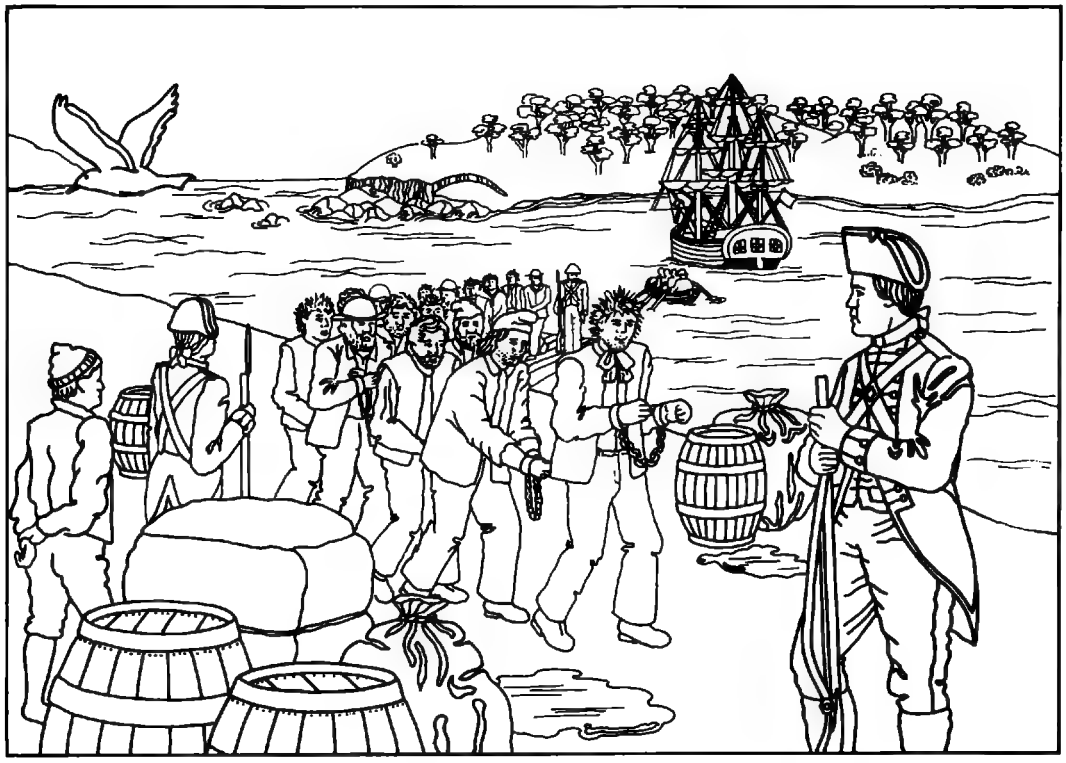
English and Welsh Counties

Table 4. Crimes in 1787 Leading to Transportation

ANIMAL THEFT	62	FRAUD IMPERSONATION	1
ARMED ROBBERY	2	GRAND LARCENY	1
ASSAULT	2	HELP PRISONER ESCAPE	1
ASSAULT HWY ROBBERY	59	HOUSEBREAKING	17
ASSAULT LARCENY	1	HWY ROBBERY	21
ASSAULT ROBBERY	18	INTENT OF ROBBERY	1
ASSAULT RUIN APPAREL	1	LARCENY	297
BURGLARY	48	LARCENY FOOD	2
BURGLARY APPAREL	11	LARCENY SACRILEGE	1
BURGLARY LARCENY	6	PERJURY	1
BURGLARY SACRILEGE	1	RECEIVE STOLEN GOODS	12
BUYING STOLEN GOODS	1	RETURN TRANSPORT	19
ESCAPE	1	ROBBERY	24
FALSE IMPERSONATION	2	ROBBERY APPAREL	7
FALSE OATH	1	SWINDLE	1
FELONY	30	THEFT OF APPAREL	118
FORGERY	3	UNLAWFULLY CHOPPING	1
FRAUD	1	VANDALISM	1
FRAUD FORGERY	1		

Some of the names of the CRIMEs are self explanatory, however, students may need certain definitions as follows:

ANIMAL THEFT — the stealing of domestic animals
ASSAULT — an unlawful attack on a person
BURGLARY — breaking into a dwelling with intent to steal
BURGLARY SACRILEGE — breaking into a church



First Fleet convicts

CAPITAL OFFENCE — any offence meriting the Death penalty
FELONY — any undefined illegal act or offence (see Table 2.)
FORGERY — falsifying a document or signature
FRAUD — criminal deception to trick a victim
HWY ROBBERY — theft against a person on a public road or highway
LARCENY — the legal term for theft of any type
LARCENY SACRILEGE — the theft of church property
PERJURY — the giving of false evidence under oath
RETURN TRANSPORT — returning illegally to England from exile
ROBBERY APPAREL — stealing clothing
SWINDLE — cheating a person of money or possessions
VANDALISM — willful destruction of property

Since many CRIMEs are described using more than one keyword, it is advisable to check the list for those which are related by the same keyword and to consider them together. The use of the relational words :CONTAINS, :LEFT PART IS or :RIGHT PART IS enables simultaneous retrieval of differently named offences of the same type. For example the request CRIME :CONTAINS ROBBERY would elicit information concerning all those offenders involved in ARMED ROBBERY, ASSAULT HWY ROBBERY, ASSAULT ROBBERY, HWY ROBBERY, INTENT OF ROBBERY, ROBBERY APPAREL and just plain ROBBERY.

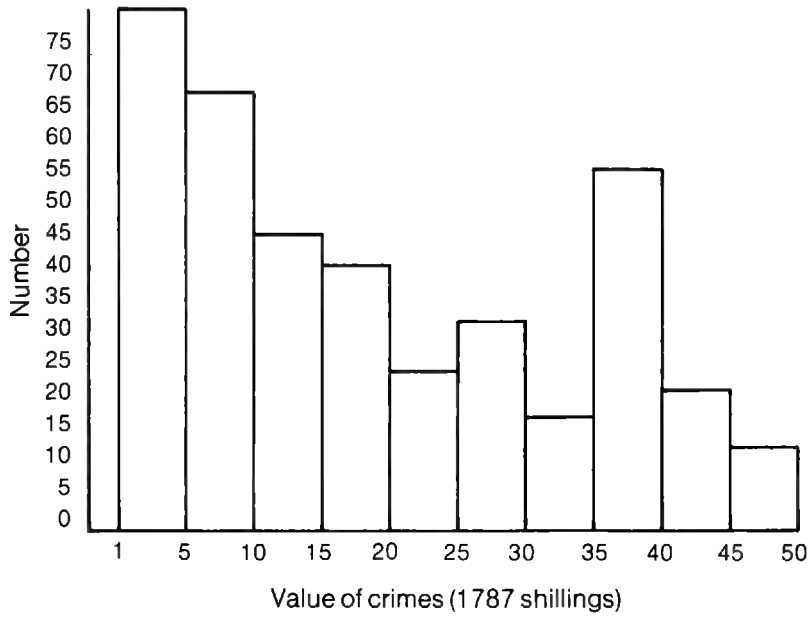
VALUE

The English monetary system of the 18th century differs in two ways from the decimal currency system with which Australian students are familiar. Firstly the denominations; pounds, shillings, and pence, with twelve pence equal to one shilling and twenty shillings equal to one pound, requires explanation. Secondly, the VALUE of money should be compared with respect to the cost of living at that time. For example, the annual income of a family with five children might be expected to be forty pounds and their expenses somewhat more. Therefore the theft of forty shillings, two pounds or a fortnight's wages, which constituted a capital offence in 1787, can be compared to a theft of roughly five hundred dollars in modern terms. It is an interesting fact that many courts devalued stolen items to just under forty shillings in order to avoid the Death penalty for the felon. It is in such light that the student historian must examine the VALUE aspect associated with the CRIMEs.

Table 5. Distribution of Values Associated with Crimes

Value Shillings	*No. Crimes*	*Value Shillings*	*No. Crimes*
0	190	46-50	12
1-5	77	51-75	41
6-10	66	76-100	41
11-15	45	101-150	40
16-20	41	151-200	26
21-25	22	201-300	21
26-30	31	301-400	9
31-35	16	401-500	8
36-40	55	501-1 000	12
41-45	19	> 1 000	5

Histogram. *Number of crimes vs value of crimes*



TRADE

Many displaced persons in England never established themselves in a TRADE of any kind. A good portion lived solely off the proceeds of their CRIME until apprehended, and from that time spent their days on-and-off in prison. Of the First Fleet convicts who did claim some type of employment, most specified jobs in the class of labourer and other lower class professions. An interesting hands-off activity might be research into the actual duties of some of the more 'exotic' occupations and the determination of which jobs were primarily done by women or by men. The following table contains a list of jobs broken down in terms of gender.

Table 6. *Trades of the First Fleet Convicts*

Trade	*Female*	*Male*	*Total*	*Trade*	*Female*	*Male*	*Total*
APPRENTICE CLOGMAKER	1	0	1	FARMER	0	2	2
APPRENTICE IVORY TURNER	0	1	1	FISHERMAN	0	1	1
ARTIFICIAL FLOWER MAKER	1	0	1	FURRIER	1	0	1
BAKER	0	2	2	GARDENER	0	2	2
BARROW WOMAN	1	0	1	GLOVE MAKER	1	0	1
BLACKSMITH	0	1	1	HAWKER	8	2	10
BOOK STITCHER	1	0	1	HAYMAKER	0	1	1
BRICKLAYER	0	3	3	IVORY TURNER	0	2	2
BRICK MAKER	0	2	2	JEWELLER	0	1	1
BUTCHER	0	2	2	KITCHEN MAID	1	0	1
CABINET MAKER	0	2	2	LABOURER	0	83	83
CARPENTER	0	2	2	LABOURER-BRICK MAKER	0	1	1
CARPENTER-JOINER	0	1	1	LABOURER-FARMER	0	1	1
CAULKER	0	1	1	LABOURER-HAIRDRESSER	0	1	1
CHAR WOMAN	2	0	2	LABOURER-MILLER	0	2	2
CHIMNEY SWEEP	0	2	2	LABOURER-MINER	0	1	1
CLOTH GLAZER	0	1	1	LACE MAKER	2	0	2
COACHMAN	0	1	1	LAUNDRESS	2	0	2
CURRIER	0	1	1	LAUNDRY MAID	1	0	1
DUSTMAN	0	2	2	LEATHER BREECHES MAKER	0	1	1

Trade	Female	Male	Total
MANTUA MAKER	7	0	7
MILLINER	5	0	5
NEEDLE WORKER	5	0	5
NURSE	2	0	2
PINHEADER	1	0	1
PLASTERER	0	3	3
PRINTER	0	1	1
PROSTITUTE	1	0	1
ROPE MAKER	0	1	1
SADDLER	0	1	1
SEAMAN	0	10	10
SECOND HAND DEALER	3	0	3
SERVICE	62	6	68
SERVICE-CHAR WOMAN	1	0	1
SERVICE-COOK	1	0	1
SERVICE-FISHMONGER	1	0	1
SERVICE-LABOURER	0	1	1
SERVICE-OYSTER SELLER	1	0	1
SERVICE-PROSTITUTE	1	0	1
SERVICE-SOLDIER	0	1	1
SHIPWRIGHT	0	2	2
SHOE BINDER	1	0	1
SHOE MAKER	0	6	6
SILK DYER	0	1	1
SILK WEAVER	0	2	2
SILK WINDER	1	0	1
STAYMAKER	1	0	1
STOCKING WEAVER	0	3	3
STONE MASON	0	1	1
SURGEON	0	1	1
TAILOR	0	2	2
TAMBOUR WORKER	1	0	1
WAITER	0	1	1
WATCH CASE MAKER	0	1	1
WATCH CHAIN MAKER	1	0	1
WATCH MAKER	0	1	1
WATCHMAN	0	1	1
WATERMAN	0	4	4
WEAVER	0	4	4
WHITE SMITH	0	1	1
Total with TRADES	119	180	299
NO TRADE	74	404	478
% With TRADE	62%	31%	38%
% NO TRADE	38%	69%	62%

SHIP

The vessels which transported prisoners to New South Wales were not specially designed nor built as convict ships but rather were ordinary British merchantmen. In composing the First Fleet the Government chartered five small seaworthy vessels by tender from private ship-owners. In order of size, these were the ALEXANDER, the SCARBOROUGH, the CHARLOTTE, the LADY PENRHYN and the FRIENDSHIP. When it became apparent that these five, along with three store-ships and two warships, would be inadequate for the expedition, a sixth transport, the PRINCE OF WALES, was included. Contrary to some popular opinion, these ships were not the 'worst and most decrepit tonnage available'. All were seaworthy and well-found, were built after 1782, and were characterised by a broad beam and blunt bow. By modern standards these eleven ocean-going vessels were extremely small, having a combined tonnage of only five per cent of that of the liner Queen Elizabeth II.

As indicated by the records, some attempt was made to segregate unmarried male and female prisoners while keeping married couples together. Table 7 gives the distribution of male and female convicts on each of the six transports.

Table 7. Distribution of Convicts on the Transports

Ship	Tonnage	Female	Male	Total
ALEXANDER	450	0	211	211
SCARBOROUGH	420	1	209	210
CHARLOTTE	340	20	88	108
LADY PENRHYN	340	102	1	103
PRINCE OF WALES	340	49	1	50
FRIENDSHIP	275	21	74	95
Total	2 165	193	584	777

DATE

Transportation emerged from the combination of two principles of primitive justice; that the offender should be removed from society; and at the same time be made to carry out difficult,

dangerous and unpleasant tasks for the common good. Transportation also happened to fit nicely into the scheme of colonisation so that the East Indies, Barbados, Jamaica, and the American colonies all became recipients of the products of the policy. The 1775 American War of Independence halted Transportation to those colonies and although for twelve years various solutions to the problem were suggested, few were implemented until the establishment of the penal colony of New South Wales.

Pre 1775 — Transportation primarily to the American colonies
1775 — American Revolution causes convicts to be retained in English gaols.
1776 — Establishment of the hulks to relieve pressure on crowded gaols.
1777 — Improvements made to hulks to increase their capacity.
1778 — Prisoners from hulks used for public works.
1779 — Transportation to Gibraltar, Africa, or Botany Bay recommended.
1780 — Establishment of two Penitentiary Houses for purpose of imprisonment and hard labour.
1781 — Dramatic increase in CRIME as a consequence of the depressed post-war economy.
1783 — Attempts made to send convicts to an independent America met with failure.
1784 — Replacement of Penitentiary Act with one prescribing Transportation of felons.
1785 — Refusal of Honduras to accept transportees resulted in decision to send convicts to Africa.
1786 — Lord Sydney convinced parliament to nominate New South Wales as the new penal colony.
1787 — First Fleet sailed under command of Captain Arthur Phillip.

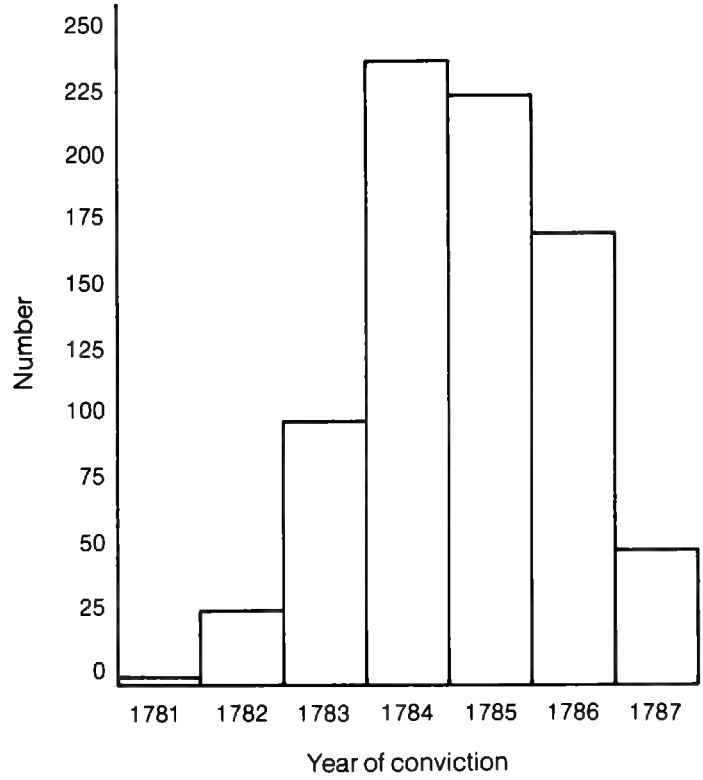
It is interesting to compare the events occurring during these years with the distribution of First Fleet convictions.

Sydney, NSW, 1788 — John Carmichael
(In the Rex Nan Kivell Collection, National Library of Australia)

Table 8. *Distribution According to Year of Conviction*

Year	*No. convictions*
NO DATE	3
1781	2
1782	19
1783	94
1784	229
1785	220
1786	165
1787	45
Total	777

Histogram. *Number of convictions vs year of conviction*

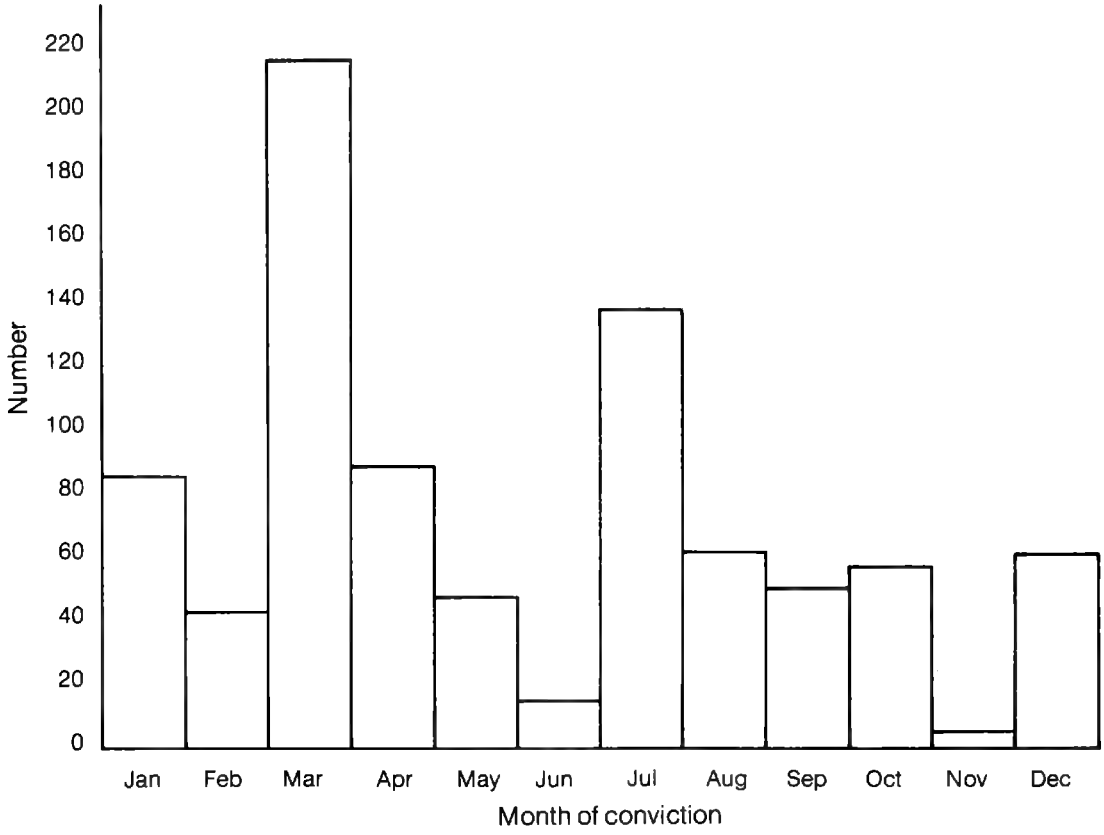


The above information was obtained using the operator :RIGHT PART IS. If an attempt is made to use the arithmetic relational operators <, =<, >, > = the result will be a comparison of only the day of conviction, not the entire date. This occurs because the field DATE is given as DD-MMM-YY, where the day comes first. Whereas trends concerning day of conviction are rather meaningless, those concerning month of conviction are relevant when looking at seasonal variations.

Table 9. Monthly Distribution of Convictions

Month	*No. Convicts*	*%*	*Month*	*No. Convicts*	*%*
NO DATE	3	0.4	Jul	125	16.1
Jan	80	10.3	Aug	53	6.8
Feb	34	4.4	Sep	42	5.4
Mar	204	26.3	Oct	49	6.3
Apr	80	10.3	Nov	2	0.3
May	40	5.1	Dec	53	6.8
Jun	12	1.5	Total	777	100.0

Histogram. Seasonal variation in convictions



The above information on seasonal variations can be obtained by using the operator :CONTAINS and the three letter abbreviation of the month.

AGE

Records concerning the AGEs of the First Fleet convicts are incomplete (as illustrated in Table 10). It wasn't until the new scheme of Transportation was more fully established that accurate convict indents and musters were registered and filed with the governing authority of the penal colony.

Table 10. Distribution of Convicts by Age and Sex

Age	*Male*	*Female*	*Total*
0	430	67	497
10-15	4	1	5
16-20	27	22	49
21-25	44	38	82
26-30	35	35	70
31-35	23	17	40
36-40	5	5	10
41-45	8	2	10
46-50	3	3	6
51-55	2	0	2
56-60	3	1	4
>60	0	2	2
Total	584	193	777

Teachers should be warned against placing too much emphasis on trends that appear with respect to AGE since only one-third of the records are complete with this data. However, two established trends suggest that there is some connection between youthfulness and the 'single' marital status and between juvenile criminals and conviction in an urban area.

TERM

British courts generally imposed SENTENCEs of Transportation for no less than seven years, although permitting the well-behaved felon to take advantage of early dismissal. After the initial period of indenture to private citizens or to the colony performing public works, a responsible convict could be granted either a ticket-of-leave, a conditional pardon or an absolute pardon. A ticket-of-leave permitted the convict to work for himself within an assigned district provided he reported regularly to the authorities. A conditional pardon set the convict at liberty so long as he did not leave the colony. An absolute pardon granted the convict total emancipation. Emancipated convicts occasionally received land grants or were appointed to positions of authority. Land grants were incentives to continued reformation and served as a means of establishing an economy self-sufficient in foodstuffs. Emancipast leaders were rewarded with positions of authority through which they were introduced to the society of Government House as magistrates, attorneys and superintendents of convicts. Convicts who committed further CRIMEs in the colony were punished severely by having their TERM extended and by being made to serve that TERM in a penal institution.

Table 11. Distribution of Transportation Term by Gender

Term	*Male*	*%*	*Female*	*%*	*Total*	*%*
0 YEARS	2	0.3	0	0.0	2	0.3
5 YEARS	0	0.0	2	1.0	2	0.3
7 YEARS	531	90.9	177	91.7	708	91.1
14 YEARS	16	2.7	9	4.7	25	3.2
99 YEARS	35	6.0	5	2.6	40	5.1
Total	584		193		777	

SECTION IV RETRIEVING INFORMATION

Running the program

To access the Convict Database simply place the diskette into DRIVE 1, SLOT 6 of your APPLE and boot. If using a BBC microcomputer place the disk in DRIVE 0 and press SHIFT-BREAK. The program will run automatically in four parts:

Introduction: title page, banner display with map of Australia, and dynamic First Fleet sailing into botany Bay.

Request: the user types a request for information which is called a set of restrictions. Only records of convicts matching these restrictions will be printed.

Output: the output prints the entire record for convicts satisfying user-specified restrictions. The output can be re-designed by the user if only particular fields of each record are relevant.

Searching: using the Request and Output specifications the program loads and examines the file. The requested information is then displayed on the screen.

After completing these phases the program recyles to the Request stage to begin a new investigation.

ESCape Key

If you find that a particular request is taking too long, it is possible to jump to the end by pressing the ESCape key. (Note: The count given will be the number counted up until the ESC key was hit.)

Lodging a simple request

In the Request stage the screen displays the thirteen field names and instructs the user to enter the required restrictions. Three options are available at this point:

Type ? this will provide a summary of the methods for lodging a request

Type a Request the user specifies a new set of restrictions

Press the Carriage Return (cr) this causes the program to repeat the previous request

Initially the program is set to print the complete record of every convict. However, to select only those records which are relevant to a particular investigation, restrictions must be set up as follows. The basic form for a request is:

Field Name Relationship Test Value

Examples of some simple requests are:

SEX = F The contents of the field SEX must be F so only female convicts will be selected.

AGE = > 21 The contents of the field AGE must be equal to or greater than 21 so only adult convicts will be selected.

SHIP <> S The contents of the field SHIP must ***not*** be equal to S so all convicts ***not*** transported on the SCARBOROUGH will be selected.

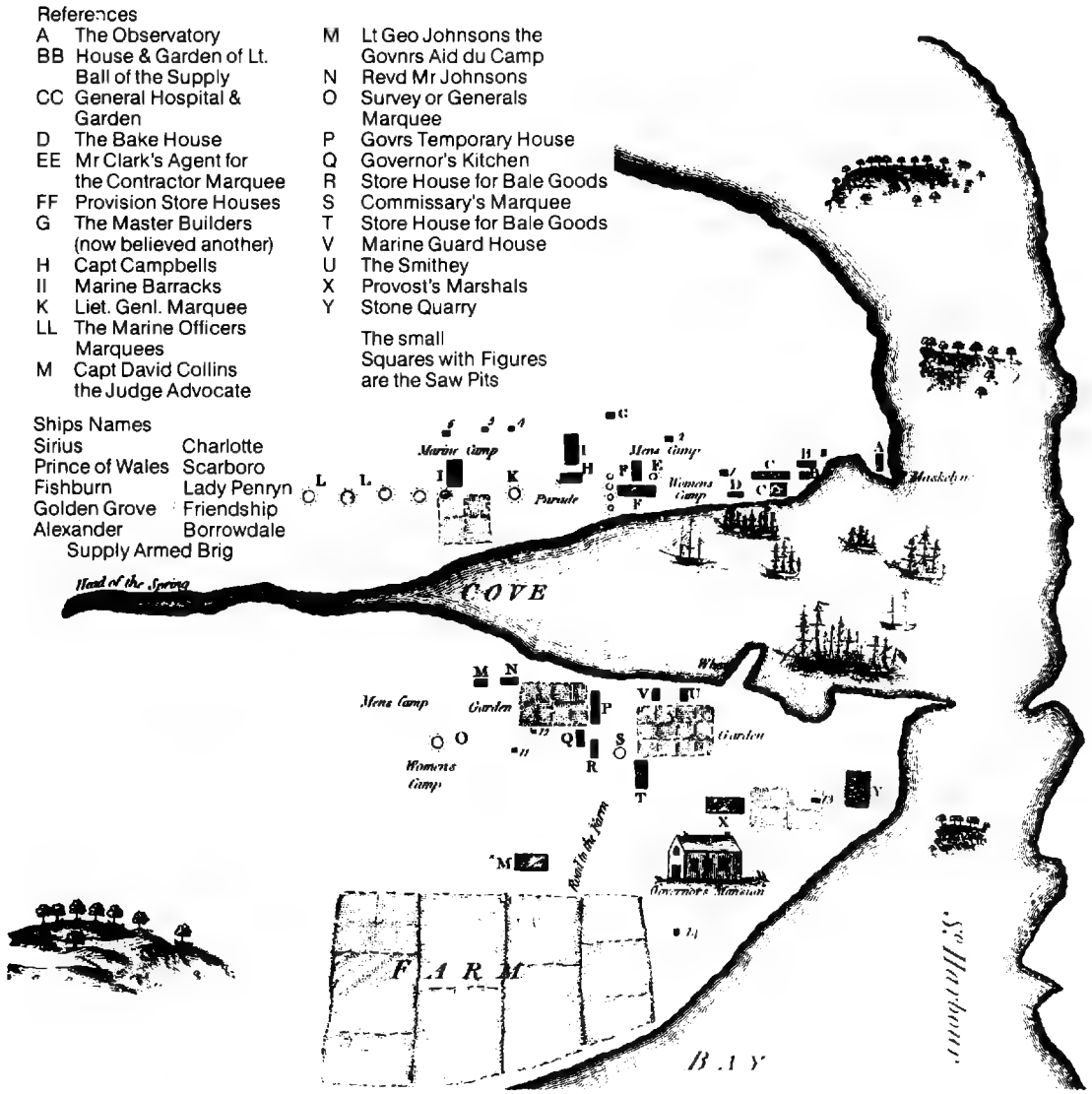
VALUE < 40 The contents of the field VALUE must be less than 40 so only convicts whose CRIME was not a capital offence will be selected.

There are six possible relationships that may exist between the field name and the test VALUE. These are:

=	EQUAL TO	<>	NOT EQUAL TO
>	GREATER THAN	=>	EQUAL TO OR GREATER THAN
<	LESS THAN	<=	EQUAL TO OR LESS THAN

These relations work for numerical as well as for alphabetical test VALUEs. However, there are three special relations which apply only to the alphabetic fields, and ***not*** to those fields containing numbers (e.g. AGE, VALUE, and TERM).

:LEFT PART IS	The left-hand portion of the field agrees with the test VALUE.
SURNAME :LEFT PART IS MC	The first two letters of the field SURNAME must be MC so only convicts with surnames such as MCCABE, MCCORMACK, MCDONALD, MCLEAN etc. will be selected.
:RIGHT PART IS	The right-hand portion of the field agrees with the test VALUE.
DATE :RIGHT PART IS 84	The last two characters of the field DATE must be 84 so only events occurring in the year 1784 will be selected.
CRIME :CONTAINS ROBBERY	The word ROBBERY must appear somewhere in the field CRIME so only convicts committing CRIMEs such as ARMED ROBBERY, ROBBERY APPAREL, ASSAULT HWY ROBBERY, etc. will be selected.



Sketch and description of the settlement of Sydney Cove, Port Jackson, 1788 — attributed to Francis Fowkes

(In the Rex Nan Kivell Collection, National Library of Australia)

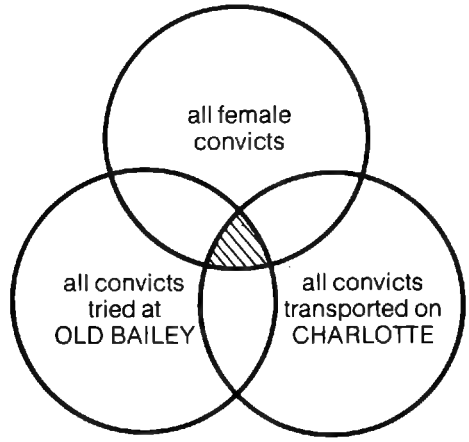
NOTE: Francis Fowkes is on the Database.

Lodging a complex request

Simple requests can be combined by the logical operators AND, OR to produce intersections or unions of two or more separate subsets of the data. For example:

SEX = F AND SHIP = C AND PLACE = OLD BAILEY

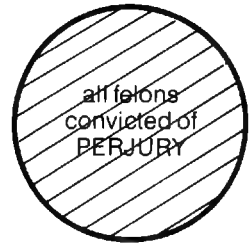
This request would search the field SEX for all those records containing F, the field SHIP for all those records containing C, and the field PLACE for all those records containing OLD BAILEY.

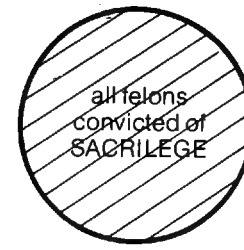


The result of this search will be the selection of all FEMALE convicts tried at the OLD BAILEY and transported on the ship CHARLOTTE.

CRIME = FORGERY OR CRIME = PERJURY OR CRIME = SACRILEGE

This request would search the field CRIME and select all records containing FORGERY, PERJURY, OR SACRILEGE.





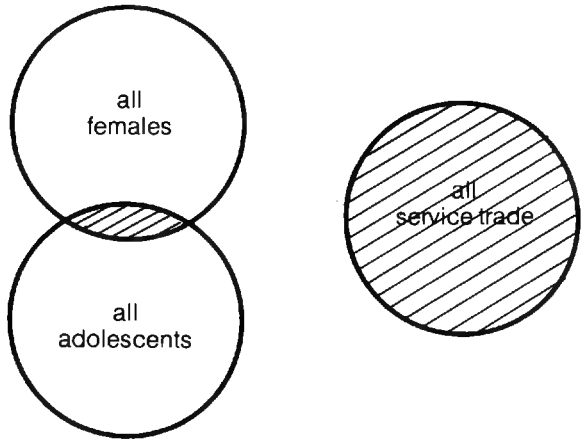
There are two small points which must be remembered when lodging a complex request. The logical operators AND, OR must be separated by a space on either side. In addition, the relation :CONTAINS may appear only once in any one request.

If proper care is not taken when lodging a complex request, ambiguities are likely to result. For example:

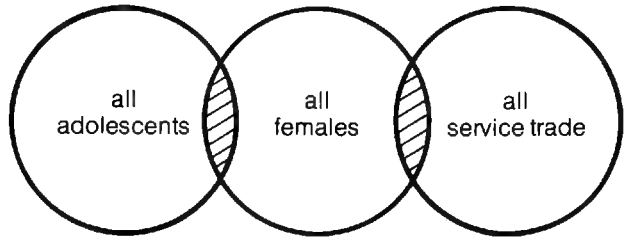
SEX = F AND AGE < 21 OR TRADE :CONTAINS SERVICE

Does this request mean . . .?

(a) adolescent girls or any convict who was employed in the service industry



(b) females who either were adolescents or who were employed in the service industry



The pre-programmed logic of the computer would direct it to the first option, but that particular interpretation may not be the one intended by the user. By employing brackets the user can clarify such a request and thereby ensure that the computer actually provides the information required. The two alternatives identified above can be differentiated by employing brackets in the following way.

(a) (SEX = F AND AGE < 21) OR TRADE :CONTAINS SERVICE

(b) SEX = F AND (AGE < 21 OR TRADE :CONTAINS SERVICE)

The user shouldn't be daunted by all the foregoing advice and admonitions. Since making mistakes is part of the learning process your APPLE promises not to self-destruct when errors are committed! The user should feel free to experiment until comfortable making both simple and complex requests.

Controlling the output

After lodging a request the user is presented with the following list of options for controlling the output:

A. NO CHANGE-CONTINUE
B. DESIGN A NEW OUTPUT
C. EXAMINE THE CURRENT DESIGN
D. RESET THE STANDARD OUTPUT
? GET HELP

Initially the program is set to display the complete record for every convict whose description matches that specified in the Request phase. This full screen display is referred to as the Standard Output. The standard output pauses after each record is displayed until the user requests the next record by depressing any key.

Often the user may be interested in only specific portions of the records of convicts which fit the restrictions and so may wish to design a new output to reflect only those pertinent details. User-designed outputs can incorporate key words or phrases which clarify the information being presented. The PAUSE utility may be used to allow easy reading or removed in favour of a faster search. The user may even request STATISTICS to be kept on numeric fields. Following is a complete description of the five options available to the user at the output stage.

A. NO CHANGE-CONTINUE

Choice of this option causes retention of the output set currently in memory. This will be the previously designed format or, upon initial booting of the disk, the standard format.

B. DESIGN A NEW OUTPUT

In designing a new output the user can employ two types of commands, Printing Commands and Action Commands. Printing commands carry out three kinds of printing, the printing of specific field VALUEs, user-specified text, and line feeds. The prompt > appears in response to pressing the carriage return (cr), indicating the start of the next command. As an example of a new output design, consider the following:

>SURNAME (cr)	prints value of field SURNAME
>"WAS TRANSPORTED FOR" (cr)	prints text within " "
>TERM (cr)	prints value of field TERM
>"YEARS" (cr)	prints text within " "
>LINE (cr)	moves output to next line
>"AND ARRIVED ON THE SHIP" (cr)	prints text within " "
>SHIP (cr)	prints value of field SHIP
>LINE (cr)	leaves a line between records
>(cr)	end of new output format

Note: (cr) has a repeat function when lodging a simple request.

As records which satisfy the user's request are printed in accordance with the above format, they will scroll automatically off the top of the screen. This scrolling may be desirable for quick scanning where only the final result, concerning number of records printed, is essential. However, if specific details of each record must be read and/or recorded then provision must be made for user control of the printing rate. This control is achieved through use of the PAUSE action command.

Further details outlining the mean, range, upper limit, lower limit, and standard deviation of numeric fields such as AGE, TERM and VALUE can be obtained as an option. The action command STATISTICS will complete that information and report it in the following form at the conclusion of the search.

STATISTICS OF FIELD _____

AVERAGE (MEAN) = _____

RANGE = _____

UPPER LIMIT = _____

LOWER LIMIT = _____

STANDARD DEVIATION = _____

As an example of the use of both the printing and the action commands consider the following output design:

>SURNAME (cr)	prints value of field SURNAME
>"AGED" (cr)	prints text within " "
>AGE (cr)	prints value of field AGE

>"YEARS" (cr)	prints text within " "
>LINE (cr)	moves output to next line
>"WAS CONVICTED OF" (cr)	prints text within " "
>CRIME (cr)	prints value of field CRIME
>LINE (cr)	moves output to next line
>STATISTICS AGE (cr)	keeps STATISTICS on field AGE
>PAUSE (cr)	waits for user to respond
>(cr)	end of new output format

In every case, even if the STATISTICS option is not formally required, a count of the number of records satisfying the conditions of the request is reported at the conclusion of the search.

The STATISTICS option will operate only on one field at a time e.g. the following design

>STATISTICS AGE

>STATISTICS VALUE

>(cr)

will provide STATISTICS for AGE and not for VALUE. To obtain STATISTICS for VALUE the search should be re-run using a new output design.

If the user wishes clarification of any aspect concerning the design of new output while actually in that mode, typing ? will render a brief explanation. If the user discovers errors in the new design, typing < will re-initiate the design process.

C. EXAMINE THE CURRENT DESIGN

If the user wishes to review the current output format this option will outline the design residing in memory. An examination of the design of the above printing and action commands would produce the following display:

????????????????????AGEd????YEARS
WAS CONVICTED OF ??????????????

D. RESET THE STANDARD OUTPUT

If after designing new formats the user wishes to return to the STANDARD OUTPUT the choice of option D will reset it automatically. The STANDARD OUTPUT format is shown below.

SURNAME _____ G/NAME _____

ALIAS _____

SEX: _____ SHIP: _____ AGE: _____

CONVICTED AT _____ ON _____

FOR: _____

VALUE: _____ SHILLINGS

SENTENCE: _____ TERM: _____ YEARS

TRADE: _____

After resetting is complete, the message DONE will flash on the screen to inform the user.

? GET HELP

The Get Help option is accessed by typing a question mark. This offers a brief explanation of the first four options.

SECTION V CLASSROOM ACTIVITIES

The following section on classroom activities is included for teacher reference. The worksheets themselves are included in the kit separately as A4 stencil masters and it is intended that the teacher duplicate sufficient quantities of each worksheet selected for the class. Answer keys appear, where necessary, at the end of each teacher reference worksheet, but not on the stencil master copies.

Worksheets 1 and 2 deal with simple requests;
Worksheet 3 deals with altered format outputs;
Worksheets 4 to 16 deal with field-specific activities;
Worksheets 17 to 31 deal with complex requests; and
Worksheet 32 deals with statistical analyses.

A copy of the Database printout has been included in the kit for the worksheets which entail 'hands-off' classroom activities.

Simple requests

Worksheet 1. Relationships = ,> ,< ,<> ,=> ,<=

This worksheet will give you the opportunity to learn how to use the Convict Database and its information retrieval system. Every simple request made must take the form FIELD, RELATIONSHIP, TEST VALUE. Complete this worksheet as a class activity, firstly forming the request and then issuing this request to the computer.

1. How many convicts have the SURNAME Smith?

   .....
   Hint SURNAME = SMITH
2. How many convicts have the Given NAME Mary?

   .....
   Hint G/NAME = MARY
3. Determine all the information concerning the convict ALIAS Banbury Jack.

   .....
   Hint ALIAS = BANBURY JACK
4. How many female convicts were sent on the First Fleet?

   .....
   Hint SEX = F
5. How many convicts sailed on the LADY PENRHYN?

   .....
   Hint SHIP = L
6. How many convicts were tried on the 29th, 30th, or 31st day of the month?

   .....
   Hint DATE > 28
7. How many convicts were convicted in DURHAM?

   .....
   Hint PLACE = DURHAM
8. How many convicts in the First Fleet committed MURDER?

   .....
   Hint CRIME = MURDER
9. How many convicts committed CRIMEs VALUEd over 1 000 shillings?

   .....
   Hint VALUE > 1 000
10. How many convicts committed CRIMEs VALUEd at 40 shillings?

    .....
    Hint VALUE = 40
11. How many convicts were initially SENTENCEd to Death?

    .....
    Hint SENTENCE = D

12. How many convicts were transported to serve a TERM of less than 7 years?

    .....
    Hint TERM < 7

13. How many convicts were transported for life (99 years)?

    .....
    Hint TERM = 99

14. Carpenters were sorely needed in a new colony. How many came over with the First Fleet?

    .....
    Hint TRADE = CARPENTER

15. How many 'senior citizens' were sent over with the First Fleet?

    .....
    Hint AGE = > 65

ANSWER KEY: (1) 18 (2) 50 (3) SEE PRINTOUT (4) 193 (5) 103 (6) 52 (7) 11 (8) 0 (9) 5 (10) 19 (11) 242 (12) 16 (13) 40 (14) 2 (15) 2

Worksheet 2. :LEFT PART IS, :RIGHT PART IS, :CONTAINS

Non-numeric fields are often better analysed by examining portions of their contents. The relationship :LEFT PART IS will search and examine the first part of the string for a match with the test VALUE. Similarly :RIGHT PART IS does the same for the end of the string. If it is possible for the test VALUE to occur at any point throughout the string then the appropriate test is :CONTAINS. Using these three new relationships, complete the following worksheet as a class activity.

1. SURNAMEs or family names developed in the early days by adding the suffix SON to the name of the father. For example TOM, son of JOHN might be called TOM JOHNSON. Determine how many convicts had surnames of this type.

   .....
   Hint SURNAME :RIGHT PART IS SON

2. People with Irish or Scottish ancestry often had SURNAMES beginning with MC, for example JOHN MCDONALD meaning JOHN son of DONALD. Determine how many convicts of this origin came on the First Fleet.

   .....
   Hint SURNAME :LEFT PART IS MC

3. The first name or Given NAME of English women often contains the name ANN, either as a prefix, for example ANN Marie, or as a suffix, for example Mary ANN, or within the name, for example HANNah. Determine the number of First Fleet convicts that fit this description.

   .....
   Hint G/.NAME :CONTAINS ANN

4. The DATE field is composed of three parts, the date, month, and year given in the form DD-MMM-YY. Determine how many convicts were tried in 1787, the year of the initial departure to Botany Bay.

   .....
   Hint DATE :RIGHT PART IS 87

5. Determine how many convicts were tried on the 14th day of the month.

   .....
   Hint DATE :LEFT PART IS 14

6. Determine how many convicts were tried in the month of June.

   .....
   Hint DATE :CONTAINS JUN

7. The root word FORD, found in the name of a PLACE generally indicated the presence of a body of water to be crossed. Determine how many convicts came from such areas.

   .....
   Hint Place :CONTAINS FORD

8. Cloth was scarce in 18th century England, so clothing was considered a valuable resource. CRIMES often concerned clothing or, as it was referred to at that time, APPAREL. Determine how many convicts committed offences connected with APPAREL, such as BURGLARY APPAREL, THEFT OF APPAREL etc.

   .....
   Hint CRIME :RIGHT PART IS APPAREL

9. The word LARCENY, referring to any type of theft, appears in many descriptions of CRIMEs, for example, GRAND LARCENY, LARCENY FOOD etc. Determine how many convicts were transported for a CRIME to do with larceny.

   .....
   Hint CRIME :CONTAINS LARCENY

10. As a CRIME, FRAUD could take several forms including FRAUD FORGERY (simulating a document or signature), FRAUD IMPERSONATION (simulating a person), or simple FRAUD. Determine the number of convicts in the First Fleet involved in some type of FRAUD.

    .....
    Hint CRIME :LEFT PART IS FRAUD

11. Many TRADE names end with the suffix MAKER, for example HAYMAKER, SHOEMAKER etc. Determine how many First Fleet convicts claimed a TRADE in some type of manufacturing.

    .....
    Hint TRADE :RIGHT PART IS MAKER

12. Another suffix commonly added to the name of a TRADE is MAN, for example DUSTMAN, CHAR WOMAN etc. Determine how many convicts were engaged in this type of occupation.

    .....
    Hint TRADE :RIGHT PART IS MAN

13. The production of silk cloth had many stages, dyeing, winding, weaving, etc. Determine how many convicts were involved in the processing of SILK.

    .....
    Hint TRADE :CONTAINS SILK

14. The construction of BRICK buildings requires both BRICK MAKERs and BRICKLAYERs. Determine how many convicts skilled in these TRADEs arrived with the First Fleet.

    .....
    Hint TRADE :LEFT PART IS BRICK

ANSWER KEY: (1) 56 (2) 11 (3) 40 (4) 45 (5) 40 (6) 12 (7) 21 (8) 137 (9) 308 (10) 3 (11) 30 (12) 23 (13) 5 (14) 5

Altered format outputs

Worksheet 3

This worksheet will give you practice in producing your own formats for the output of any search. Such a skill is valuable when you want to save output time or when only certain information in a convict's record is relevant.

1. Determine how many convicts committing ANIMAL THEFT had an ALIAS, by changing the output in the following way.
   > SURNAME
   > ALIAS
2. Find how many convicts committing the CRIME RECEIVE STOLEN GOODS were female. Since the output will scroll rather quickly, add a line between records to separate them and to make the SEX field easier to read. Only count females.
   > SURNAME
   > SEX
   > LINE
3. Determine how many convicts committing HWY ROBBERY sailed on each SHIP of the First Fleet. To make recording the results easier, add the PAUSE command to slow the output in the following way.
   > SURNAME
   > SHIP
   > PAUSE
4. Investigate the PLACES from which those convicted of HOUSEBREAKING came.
   > SURNAME
   > PLACE
5. Examine the CRIMES committed by convicts from ESSEX.
   > SURNAME
   > PLACE
   > LINE
   > CRIME
6. Investigate the VALUE of CRIMEs committed by convicts tried in 1782.
   > SURNAME
   > DATE
   > LINE
   > VALUE
7. Find how many convicts from WARWICK were older than 25 years.
   > SURNAME
   > PLACE
   > LINE
   > AGE
   > LINE
8. Determine how many people employed in SERVICE were SENTENCEd to Death. Make the output more clear by adding the following text.
   > SURNAME
   > "EMPLOYED AS A"
   > TRADE
   > LINE
   > "WAS SENTENCED TO"
   > SENTENCE
   > PAUSE

9. Investigate the PLACEs from which the convicts given a TERM of life imprisonment came.
   > SURNAME
   > "SERVING A TERM OF"
   > LINE
   > TERM
   > "YEARS TRANSPORTATION"
   > LINE
   > "CAME FROM"
   > PLACE
   > PAUSE
10. Examine the CRIMEs committed by those convicts whose receipt from CRIME was over 500 shillings and also where the CRIME was committed.
   > SURNAME
   > "COMMITTED"
   > CRIME
   > LINE
   > "VALUED AT"
   > VALUE
   > LINE
   > "IN THE COUNTY"
   > PLACE
   > PAUSE

ANSWER KEY: These are the requests that must be made in order to obtain the answers. The actual answers themselves are not given.

1. CRIME = ANIMAL THEFT
2. CRIME = RECEIVE STOLEN GOODS
3. CRIME = HWY ROBBERY
4. CRIME = HOUSEBREAKING
5. PLACE = ESSEX
6. DATE :RIGHT PART IS 82
7. PLACE = WARWICK
8. TRADE :CONTAINS SERVICE
9. TERM = 99
10. VALUE > 500

Field-specific activities

The following series of short worksheets deals separately with the thirteen fields. Each worksheet considers a single aspect of the convict record with an emphasis on historic analysis. Any or all of these worksheets may be selected in accordance with the instructor's objectives. Each worksheet has three parts; Class Activities used to introduce the topic; Individual Activities to give students personal hands-on experience; and Hands-Off Activities used to reinforce the concept and to occupy students when they are not engaged with the computer. Be sure to alter output formats to speed up the searching process.

THE SIRUS & SUPPLY IN Jackson's Bay

In the Rex Nan Kivell Collection, National Library of Australia

Worksheet 4. SURNAME

Class Activity

Using the computer and three simple requests, find out how many First Fleet convicts have the following SURNAMEs.

ALLEN

MARSHALL .....

WELCH

Individual Activity

Using the computer, check the Database for your *own* SURNAME to see if you might have some 'skeletons in the closet'.

Hands-Off Activity

Using the printout and working in five groups, find how many convicts have SURNAMEs beginning with the following letters of the alphabet:

A ..... N .....

F ..... R .....

J .....

Time how long this takes you: .....

Why were you able to complete this task fairly quickly and easily?

Worksheet 5. G/NAME

Class Activity

The most popular English names are often those of former Kings and Queens of England. Using the computer, find how many convicts have the following Given NAMEs:

CHARLES

ELIZABETH .....

JOHN .....

Individual Activity

Using the computer, check the Database for your *own* Given NAME.

Hands-Off Activity

Using the printout and working in five groups, find how many convicts have Given NAMEs beginning with the following letters of the alphabet:

A ..... N .....

F ..... R .....

J .....

Time how long this takes you: .....

Why did this manual search take much longer than the same search for SURNAMEs?

Worksheet 6. ALIAS

Class Activity

Using the computer, check the Database for how many convicts have assumed some ALIAS

.....

Hint First find how many convicts in *total* are in the Database, using the request

SURNAME = > A .....

Then find how many convicts do ***not*** have an ALIAS, using the request ALIAS = NONE .....

Finally, subtract to find those with an ALIAS .....

Individual Activity

Your teacher will assign to you one convict with an ALIAS. Using the computer, locate the record of 'your' convict through the ALIAS field. Record all thirteen pieces of information (fields) concerning your convict:

SURNAME .....G/NAME .....

ALIAS .....

SEX: ..... SHIP: ..... AGE: .....

CONVICTED AT ..... ON .....

FOR: .....

VALUE: ..... SHILLINGS

SENTENCE: ..... TERM: ..... YEARS

TRADE: .....

Hands-Off Activity

Write a short explanation about why your convict had an ALIAS.

Imagine you were this convict. Describe how 'you' came to be transported!

Worksheet 7. SEX

Class Activity

Using the computer, find how many male convicts sailed on the First Fleet. .....

Time how long procedure takes. .....

Knowing how many convicts there are in total, could you think of another way of doing this? Try it!

Individual Activity

Compare the number of male convicts with the number of female convicts. Why do you suppose there were not equal number of both sexes? Write a short paragraph outlining your opinions on this matter.

Hands-Off Activity

Using the printout and working in groups, find how many male convicts sailed in the

First Fleet. .....

Time how long this procedure takes. .....

Knowing how many convicts there are in total, could you think of another way of doing this? Compare the time taken for the computer search with the total time for the group manual search. What limited conclusions can you draw concerning the accuracy of the electronic method of data processing as opposed to traditional methods?

Worksheet 8. SHIP

Class Activity

Using the computer, find how many convicts departed on each of the six transport ships of the First Fleet.

ALEXANDER	LADY PENRHYN
CHARLOTTE	PRINCE OF WALES .....
FRIENDSHIP	SCARBOROUGH

Individual Activity

Obtain from your teacher the figures for the tonnage of each ship and compare these with the information you obtained concerning the number of convicts on board each. Does it follow that the larger ships carried the most convicts? Why or why not? Write a brief story about what it might be like to spend nearly eight months as a prisoner in the hold of a ship travelling aroiund the world two hundred years ago.

Hands-Off Activity

Draw up a table which lists the ships, their tonnage, and the total number of convict passengers in each. Leave two extra columns so that you can insert later how many on each ship were male and how many female. Think about how you might do this.

Ship	Tonnage	Males	Females	Total

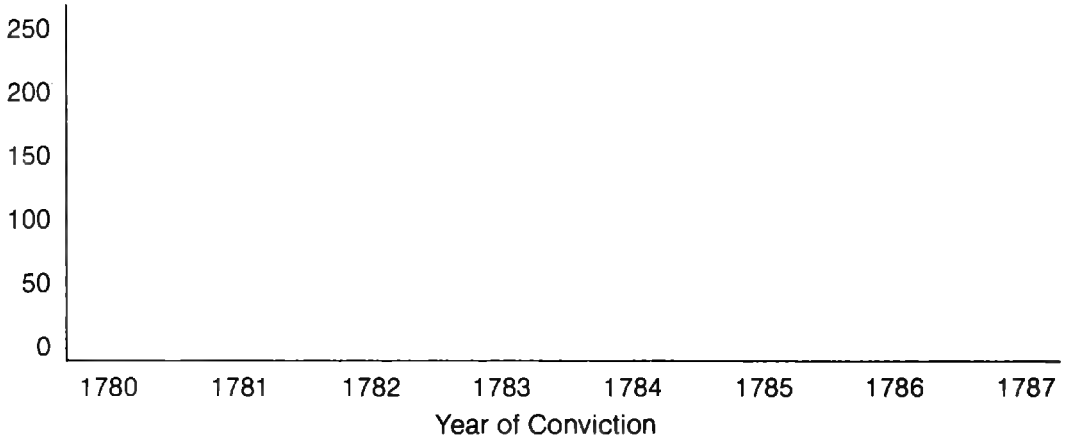
Worksheet 9. DATE

Class Activity

Using the computer, find how many convicts were tried in each of the years 1780 to 1787 inclusive. (*Hint* DATE :RIGHT PART IS 80)

1780	1784 .....
1781	1785 .....
1782	1786 .....
1783	1787 .....

As a class, draw a ***Histogram*** which illustrates the number of convictions in each year. Can you give some explanation for this trend?



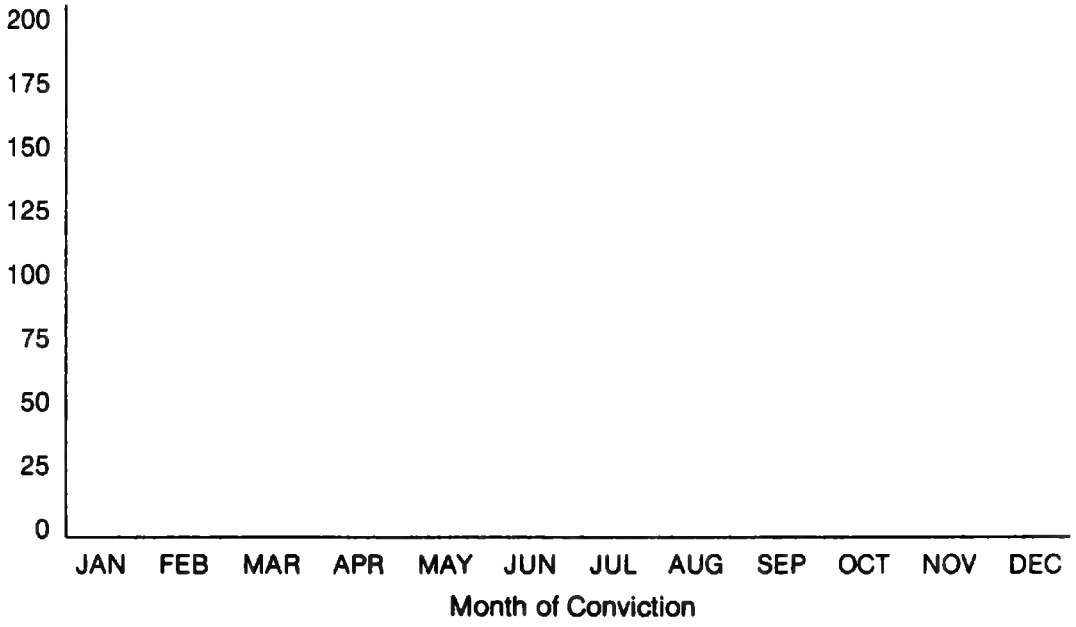
Individual Activity

Your teacher will assign a specific month to you. Using the computer, determine how many convicts were SENTENCEd in that month. Post your results on the board. Record *all* the results in a table once they have been posted. (*Hint* DATE :CONTAINS JAN)

JAN	JUL .....
FEB	AUG .....
MAR	SEP .....
APR	OCT .....
MAY	NOV .....
JUN	DEC .....

Hands-Off Activity

Using your information and that obtained by members of your class, construct a ***Histogram*** which illustrates the number of convictions per month.



Do you notice any interesting patterns in the data? Do you have any idea what might have caused these patterns?

Worksheet 10. PLACE

Class Activity

Using the computer, determine the number of First Fleet convicts SENTENCEd in the following PLACEs. (Be sure to alter the output format to speed the search.)

Urban		Rural
LANCASHIRE		DORSET
OLD BAILEY		HERTFORD
SURREY	.....	WILTSHIRE .....

Some PLACEs were primarily urban and others rural. Using these six representative urban and rural counties, compare the number of felons from these two areas. Why do you suppose this trend existed?

Individual Activity

Your teacher will assign to you one or two counties from the map of Old England. Using the computer, determine the number of First Fleet convicts that came from 'your' counties. Post your results on the board for use in the hands-off activity. Be sure to alter the output to speed the search. Record all the results once they have been reported.

Hands-Off Activity

Use the map of Old England provided and assign the following colours to the number of convicts from each PLACE. Colour the map using the data obtained by you and your classmates in the individual activity.

Number of convicts	*Colour*
0	White
1-10	Yellow
11-25	Orange
26-50	Red
51-100	Brown
> 100	Black

Do you notice any concentrations of criminal activity?
What factors do you suppose might influence this distribution?

SCOTLAND
Northumberland
Cumberland
Durham
Westmorland
Yorkshire
Lancashire
Anglesey
Caernarvon
Merioneth
Denbigh
Flint
Cheshire
Derby
Nottingham
Lincolnshire
Stafford
Salop
Montgomery
Leicester
Rutland
Soke of Peterborough
Isle of Ely
Norfolk
Huntingdon
Warwick
Worcester
Radnor
Cardigan
Hereford
Northampton
Cambridge
Suffolk
Bedford
Carmarthen
Brecon
Pembroke
Gloucester
Oxford
Bucks
Hertford
Essex
Glamorgan
Monmouth
Middlesex
London
Berkshire
Wiltshire
Surrey
Kent
Somerset
Hampshire
Sussex
Dorset
Devon
Cornwall

Worksheet 11. CRIME

Class Activity

Consult the list of CRIMEs provided to determine all those which have the word ROBBERY in them. Using the computer and seven separate searches, find how many convicts were involved in each of these offences. Add your individual results together to determine the number of convicts transported for CRIMEs containing ROBBERY. ..... Time how long this procedure takes. ..... Now use the search command :CONTAINS to yield the same result and compare the time required for the second procedure to that required for the first. .....

Individual Activity

Your teacher will assign to you one or two CRIMEs from the list provided. Using the computer, determine the number of First Fleet convicts who committed those CRIMEs. Post your results on the board for the use of your classmates. Arrange the list of CRIMEs in alphabetical order and write the total number of convictions beside each CRIME in table format.

Hands-Off Activity

Choose a particular CRIME that interests you. Do some research on this CRIME, its definition, its frequency, its punishment in 1788 and now, and write a short paragraph describing your findings. Your teacher will collect all these assignments to compile a booklet on this topic.

Worksheet 12. VALUE

Class Activity

Using the computer, determine the number of CRIMEs VALUEd in the following ranges:

1-100 shillings ..... = ... – .....

101-200 shillings ..... = ... – .....

201-300 shillings ..... = ... – .....

301-400 shillings ..... = ... – .....

You will have to do six searches initially and then subtract to find the number which fall in between these VALUEs.

VALUEs < 1 = ... VALUEs < 300 = ...

VALUEs < 100 = ... VALUEs < 400 = ...

VALUEs < 200 = ... VALUEs < 500 = ...

Be sure to alter the output format for a quicker answer to your request. Do you see a trend? What explanation might account for this trend? So you suppose this trend continues for CRIMEs committed in modern day society? Or is it that people who commit 'big' CRIMEs are generally 'smart' enough to 'get away with it'?

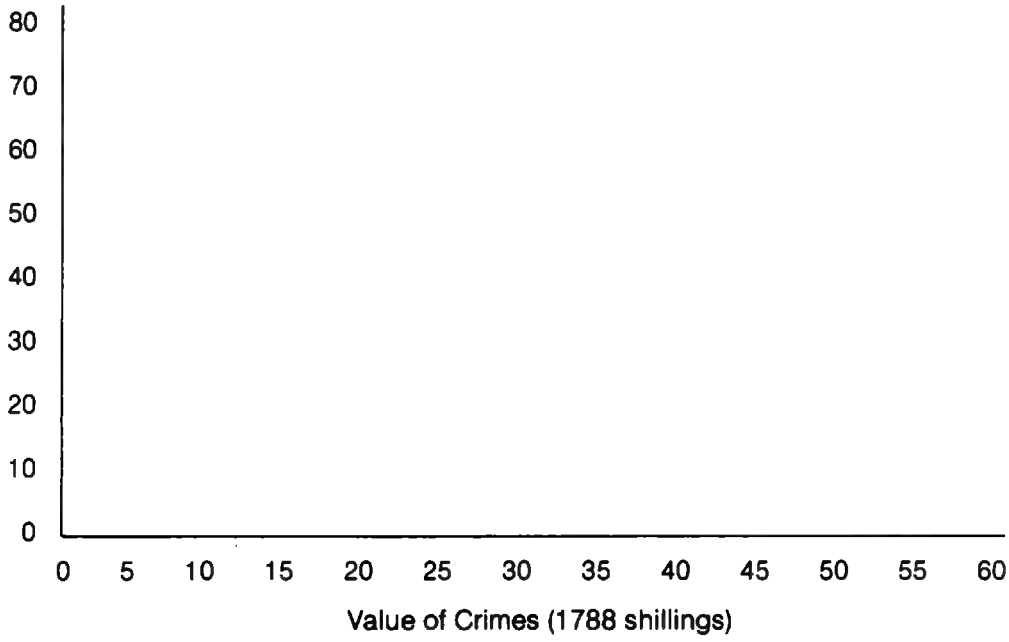
Individual Activity

Your teacher will assign to you a VALUE range (for example, all VALUEs between and including 36 and 40 shillings). Using the computer, determine the number of CRIMEs VALUEd at less than or equal to the lower limit and the upper limit. Subtract to find all those between your limits and thus within your range. Can you think of an easier way to perform this task? Post your results on the board. Copy all the results onto the following table once they have been posted.

Value range	*No. crimes*	*Value range*	*No. crimes*
1-5	.....	31-35	.....
6-10	.....	36-40	.....
11-15	.....	41-45	.....
16-20	.....	46-50	.....
21-25	.....	51-55	.....
26-30	.....	56-60	.....

Hands-Off Activity

Using the information provided by your classmates, construct a ***Histogram*** which compares the VALUE range (in increments of 5 shillings from 1 to 60) with the Number of CRIMEs committed within that range. Can you explain the 'big bump' that disturbs the general downward trend?



Worksheet 13. SENTENCE

Class Activity

Using the computer, determine the number of convicts originally SENTENCEd to Death but who then had that SENTENCE commuted to Transportation to New South Wales. ..... What percentage of the original fleet fall into that category? .....

Individual Activity

Your teacher will assign to you one of the convicts who was SENTENCEd to Death. Using the computer, locate the record for 'your' convict by using the SURNAME field and record the VALUEs of all thirteen fields.

SURNAME .....G/NAME

ALIAS .....

SEX: ..... SHIP: ..... AGE: .....

CONVICTED AT ..... ON .....

FOR: .....

VALUE: ..... SHILLINGS

SENTENCE: ..... TERM: ..... YEARS

TRADE: .....

Imagine you were that convict. Describe the details of your life that led to your CRIME, how you committed the CRIME, how you were caught, and finally how y ou felt when SENTENCEd to Death. Were you relieved to have your SENTENCE commuted to Transportation to New South Wales? Why or why not?

Hands-Off Activity

Using the printout and working in groups, make a list of the CRIMEs that were committed by those convicts originally SENTENCEd to Death. In your opinion are these offences serious enough to warrant the Death penalty according to today's standards of behaviour? Were there any murderers in this group? What do you suppose happened to the murderers? do some research to determine which CRIMEs presently constitute capital offences.

Worksheet 14. TERM

Class Activity

Using the computer, investigate the number of convicts who were transported for life, that is, a TERM of 99 years. ..... Record the CRIMEs committed by those convicts. Can you see any pattern? Was it ever possible for such a convict to actually serve that TERM?

Individual Activity

You will be assigned a TERM VALUE by your teacher (from 0, 1, 2, ... to class size). Using the computer, determine the number of convicts SENTENCEd to serve a TERM of that length. (Be sure to alter the output to speed up the search and don't be surprised if your answer is ZERO.) Record all the results in the following table once they have been posted.

Term	*No. convicts*	*Term*	*No. convicts*
0		11	
1		12	
2		13	
3		14	
4		15	
5		16	
6		17	
7		18	
8		19	
9		20	
10		21	

Hands-Off Activity

Using the results obtained by your classmates, determine the most frequently assigned SENTENCEs. Do some research in the library concerning exactly how the convicts served their TERMs. In your report include definitions of the following words;

Transportation
Indenture
Ticket-Of-Leave
Conditional Pardon
Absolute Pardon
Emancipation

Worksheet 15. TRADE

Class Activity

Using the computer, determine how many convicts did ***not*** have a TRADE recorded (NO TRADE). .....
What percentage of the total fall into this category? .....
Discuss the probable reasons for the size of this group.

Individual Activity

Your teacher will assign to you two or three TRADEs from the list provided. Using the computer, determine how many males and how many females were involved in those TRADEs. Post your results in table format on the board. Copy the table once your classmates have recorded their results. Describe the activities carried out in 'your' TRADEs.

Hands-Off Activity

Make two lists of TRADEs, one for females and one for males. What do the results of your investigations reveal about division of labour between the sexes? Are there any particular TRADEs carried out primarily by adolescents (AGE < 21)? Keep this question in mind for completion when you learn how to make 'complex requests'.

TRADEs (Female) *TRADEs (Male)*

Worksheet 16. AGE

Class Activity

Using the computer and an altered format to speed the search, determine the total number of adolescent convicts, that is those whose AGE is less than 21. .....

Why is this number so high? Do you suppose that most of the convicts were children?

Find out for how many convicts the AGE was unknown, that is ZERO. .....

Subtract the two previous VALUEs to determine the true number of adolescent convicts.

Individual Activity

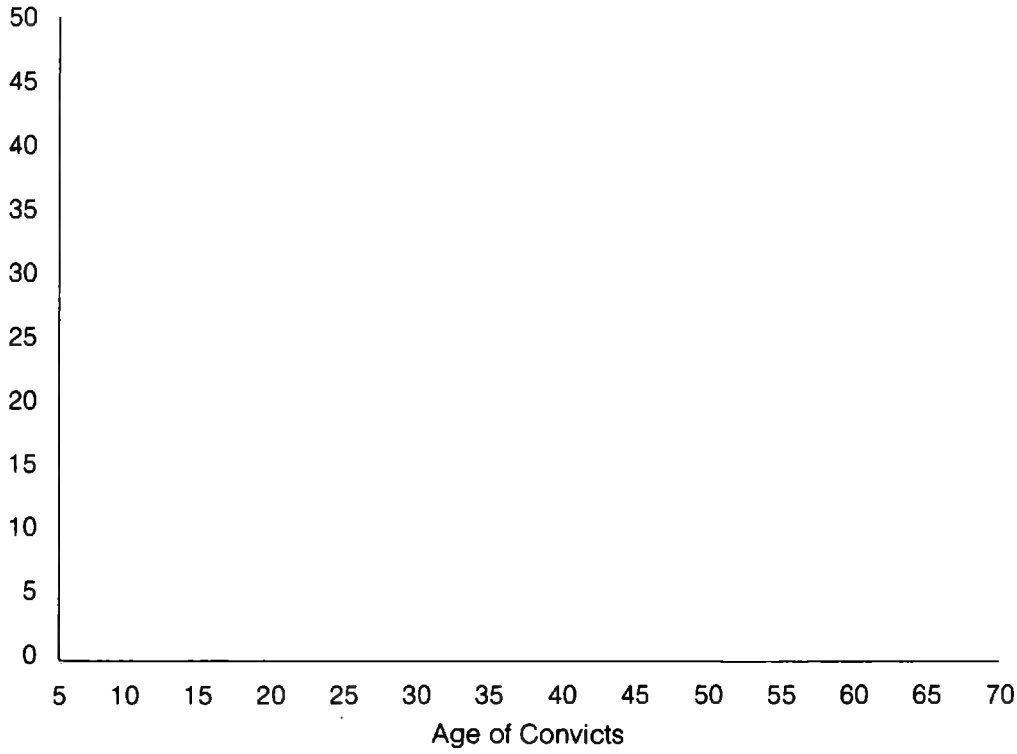
Your teacher will assign to you an AGE range of five years (e.g. 31-35). Using two requests, determine the number of convicts who had AGEs less than the lower limit and less than or equal to the upper limit ..... .

Subtract to find the number of convicts within your range ..... . Think about an easier way to accomplish this task. Post your results on the board and record the rest of the data as provided by your classmates in the following table.

Age range	*No. convicts*	*Age range*	*No. convicts*
1-5		36-40	
6-10		41-45	
11-15		46-50	
16-20		51-55	
21-25		56-60	
26-30		61-65	
31-35	.....	66-70	.....

Hands-Off Activity

Using the data obtained in the Individual Activity, draw a ***Histogram*** which illustrates the number of convicts which fall into each 5-year AGE range.



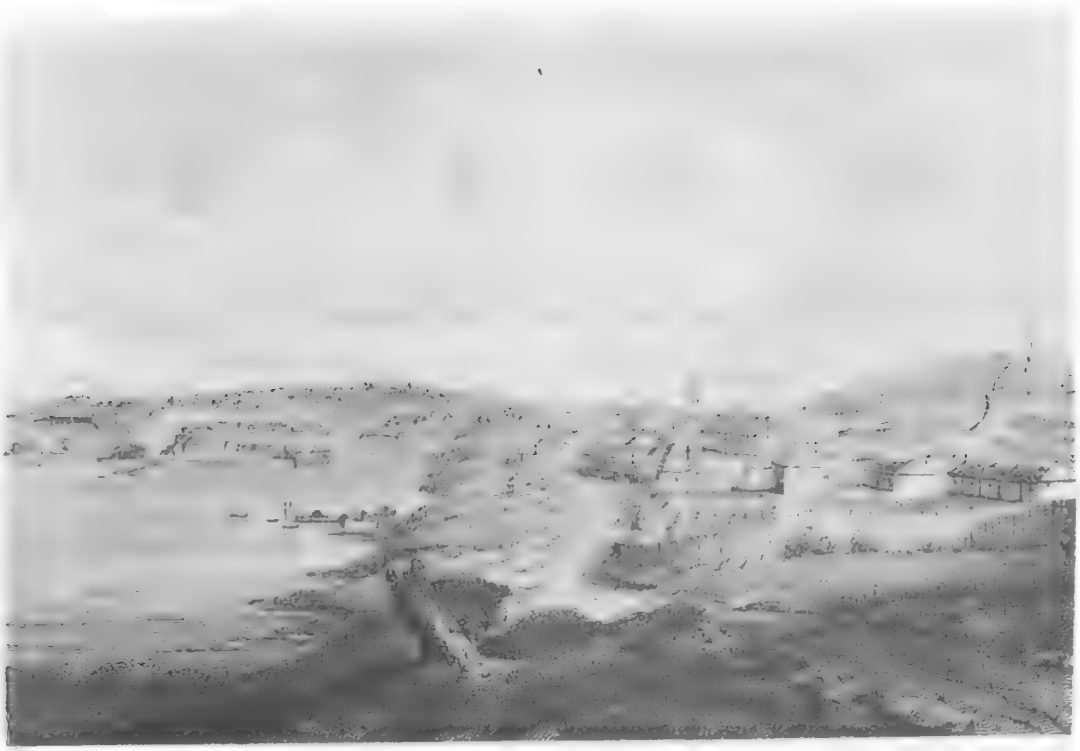
What conclusions might you draw concerning the AGEs of the convicts? For what percentage of the convicts was AGE unknown? ..... Do you feel your conclusions are justified considering this high percentage?

Complex requests

Complex requests fall into three categories. These are: Intersection (AND), Union (OR), and Combination (three or more simple requests using AND, OR, and Brackets). Separate worksheets are provided for each type and may be selected according to the needs of the students and the wishes of the teacher.

AND (Intersection)

The following series of thirteen short five-question worksheets is designed to give small groups of students, two or three members per group, practice in the use of the Intersection word AND to combine two simple requests to form a complex request. Since each worksheet is different, they might also be used as evaluation instruments. In each complex request the output format must be altered to provide a reasonable rate of completion. An answer key is provided following the last worksheet in this section. Students should be encouraged to formulate their complex requests on paper prior to working hands-on the computer.



A direct South View of the Town of Sydney taken from the brow of the hill leading to the flagstaff.
Engraving in the Rex Nan Kivell Collection, National Library of Australia)

Worksheet 17. Intersection 1

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. SURNAME AND G/NAME
   How many ANN SMITHs sailed with the First Fleet?

   .....

2. SURNAME AND AGE
   How many SMITHs were adults?

   .....

3. TRADE AND SENTENCE
   How many LABOURERs were SENTENCEd to Death?

   .....

4. SEX AND AGE
   How many 'senior citizens' were female?

   .....

5. SEX AND AGE
   How many males were AGEd 25?

Worksheet 18. Intersection 2

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. AGE AND AGE
   How many convicts were AGEd between 30 and 35?

   .....

2. AGE AND AGE
   How many adolescent convicts were there? (Not including those whose AGE is not recorded.)

   .....

3. TRADE AND TERM
   How many LABOURERs were given a TERM of life imprisonment?

   .....

4. SHIP AND G/NAME
   How many convicts with first name ALEXANDER actually sailed on the ALEXANDER?

   .....

5. SHIP AND SEX
   How many females sailed on the FRIENDSHIP?

Worksheet 19. Intersection 3

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. SHIP AND SEX
   How many males sailed on the LADY PENRHYN?

   .....

2. SHIP AND AGE
   How many convicts older than 45 sailed on the ALEXANDER?

   .....

3. DATE AND DATE
   How many convicts were tried in MARch, 1784?

   .....

4. DATE AND DATE
   How many convicts were tried on SEPtember 15th?

   .....

5. DATE AND DATE
   How many convicts were tried on what is now Anzac Day?

Worksheet 20. Intersection 4

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. DATE AND SURNAME
   How many convicts with SURNAME beginning with A were tried in 1787?

   .....

2. DATE AND G/NAME
   How many MARYs were tried in MAY?

   .....

3. DATE AND SEX
   How many female convicts were tried in 1786?

   .....

4. DATE AND AGE
   How many 'senior citizens' were tried in 1786?

   .....

5. DATE AND SHIP
   How many convicts on the PRINCE OF WALES were tried in 1783?

Worksheet 21. Intersection 5

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. PLACE AND SURNAME
   How many SMITHs were tried at the OLD BAILEY?

   .....

2. PLACE AND SEX
   How many males were tried in YORKSHIRE?

   .....

3. PLACE AND AGE
   How many convicts over the AGE of 40 were tried in SURREY?

   .....

4. PLACE AND SHIP
   How many convicts on the LADY PENRHYN came from KENT?

   .....

5. PLACE AND DATE
   How many convicts were tried in LANCASHIRE in 1785?

Worksheet 22. Intersection 6

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. CRIME AND SURNAME
   How many SMITHs were convicted of LARCENY?

   .....

2. CRIME AND G/NAME
   How many convicts with first name ROBERT were convicted of a CRIME to do with ROBBERY?

   .....

3. TRADE AND SEX
   How many female convicts were engaged in the TRADE of PROSTITUTION?

   .....

4. CRIME AND AGE
   How many convicts older than 30 years committed ANIMAL THEFT?

   .....

5. CRIME AND SHIP
   How many convicts on the SCARBOROUGH committed some type of ASSAULT?

Worksheet 23. Intersection 7

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. CRIME AND PLACE
   How many convicts from SURREY committed some type of ROBBERY?

   .....

2. VALUE AND CRIME
   How many convicts committing a BURGLARY of any type ended up with no profit?

   .....

3. VALUE AND SURNAME
   How many SMITHs committed offences VALUEd at under 40 shillings?

   .....

4. VALUE AND AGE
   How many adult convicts committed CRIMEs VALUEd at over 400 shillings?

   .....

5. VALUE AND SHIP
   How many convicts on the LADY PENRHYN committed a CRIME that could not be assigned a VALUE?

Worksheet 24. Intersection 8

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. VALUE AND DATE
   How many convicts tried in 1786 committed CRIMEs VALUEd at over 100 shillings?

   .....

2. VALUE AND PLACE
   How many convicts from WILTSHIRE committed CRIMEs VALUEd at less than 5 shillings?

   .....

3. VALUE AND VALUE
   How many convicts committed CRIMEs VALUEd between 35 and 40 shillings?

   .....

4. SENTENCE AND SURNAME
   How many SMITHs were SENTENCEd to Death?

   .....

5. SENTENCE AND SEX
   How many females were SENTENCEd to Death?

Worksheet 25. Intersection 9

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. SENTENCE AND AGE
   How many adult convicts were SENTENCEd to Death?

   .....

2. SENTENCE AND SHIP
   How many convicts were originally SENTENCEd to Death but were eventually put on the PRINCE OF WALES, the last ship to join the fleet?

   .....

3. SENTENCE AND DATE
   How many convicts tried in 1787 were SENTENCEd to Death?

   .....

4. SENTENCE AND DATE
   How many convicts tried in the month of DECember were originally SENTENCEd to Death?

   .....

5. SENTENCE AND PLACE
   How many convicts tried at the OLD BAILEY were SENTENCEd to Death?

Worksheet 26. Intersection 10

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. SENTENCE AND CRIME
   How many convicts committing ANIMAL THEFT were SENTENCEd to Death?

   .....

2. SENTENCE AND VALUE
   How many convicts committing CRIMEs VALUEd at less than 40 shillings were SENTENCEd to Death?

   .....

3. TERM AND SURNAME
   How many SMITHs were SENTENCEd to life imprisonment?

   .....

4. TERM AND SEX
   How many females were SENTENCEd to life imprisonment?

   .....

5. TERM AND AGE
   How many adults were SENTENCEd to life imprisonment?

Worksheet 27. Intersection 11

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. TERM AND SHIP
   How many convicts sailing on the ALEXANDER were SENTENCEd to 14 years Transportation?

   .....

2. TERM AND DATE
   How many convicts tried in 1782 were SENTENCEd to 7 years Transportation?

   .....

3. TERM AND DATE
   How many convicts tried in the month of JUNe were SENTENCEd to 7 years Transportation?

   .....

4. TERM AND PLACE
   How many convicts tried at the OLD BAILEY were SENTENCEd to life imprisonment?

   .....

5. TERM AND CRIME
   How many convicts convicted of HOUSEBREAKING were SENTENCEd to a 7 year TERM of Transportation?

Worksheet 28. Intersection 12

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. TERM AND VALUE
   How many convicts committing offences VALUEd at less than 40 shillings were given a TERM of life imprisonment?

   .....

2. TERM AND SENTENCE
   How many convicts originally SENTENCEd to Death had that SENTENCE commuted to Transportation for life?

   .....

3. TRADE AND SURNAME
   How many SMITHs were LABOURERs?

   .....

4. TRADE AND SEX
   How many Females were engaged in SERVICE?

   .....

5. TRADE AND AGE
   How many LABOURERs were older than 25?

Worksheet 29. Intersection 13

Using an altered output format and a complex request, check the Convict Database to determine the number of convicts which suit the following criteria.

1. TRADE AND SHIP
   How many LABOURERs were transported on the ALEXANDER?

   .....

2. TRADE AND DATE
   How many convicts from the SERVICE industry were tried in 1786?

   .....

3. TRADE AND PLACE
   How many LABOURERs came from the county BERKSHIRE?

   .....

4. TRADE AND CRIME
   How many convicts from the SERVICE industry were convicted of THEFT OF APPAREL?

   .....

5. TRADE AND VALUE
   How many HAWKERs committed offences VALUEd at under 40 shillings?

Answer keys for intersection worksheets

Intersection 1

1. SURNAME = SMITH and G/NAME = ANN	3
2. SURNAME = SMITH AND AGE > 21	4
3. TRADE = LABOURER AND SENTENCE = D	31
4. SEX = F AND AGE > 65	2
5. SEX = M AND AGE = 25	11

Intersection 2

1. AGE > 30 AND AGE < 35	36
2. AGE > 0 AND AGE < 21	54
3. TRADE = LABOURER AND TERM = 99	6
4. SHIP = A AND G/NAME = ALEXANDER	1
5. SHIP = F AND SEX = F	21

Intersection 3

1. SHIP = L AND SEX = M	1
2. SHIP = A AND AGE > 45	2
3. DATE :RIGHT PART IS 84 AND DATE :CONTAINS MAR	36
4. DATE :LEFT PART IS 15 AND DATE :CONTAINS SEP	11
5. DATE :LEFT PART IS 25 AND DATE :CONTAINS APR	2

Intersection 4

1. DATE :RIGHT PART IS 87 AND SURNAME :LEFT PART IS A	4
2. DATE :CONTAINS MAY AND G/NAME = MARY	4
3. DATE :RIGHT PART IS 86 AND SEX = F	74
4. DATE :RIGHT PART IS 86 AND AGE > 65	1
5. DATE :RIGHT PART IS 83 AND SHIP = P	1

Intersection 5

1. PLACE = OLD BAILEY AND SURNAME = SMITH	9
2. PLACE = YORKSHIRE AND SEX = M	9
3. PLACE = SURREY AND AGE > 40	1
4. PLACE = KENT AND SHIP = L	2
5. PLACE = LANCASHIRE AND DATE :RIGHT PART IS 85	16

Intersection 6

1. CRIME = LARCENY AND SURNAME = SMITH	9
2. CRIME :CONTAINS ROBBERY AND G/NAME = ROBERT	4
3. TRADE :CONTAINS PROSTITUTE AND SEX = F	3
4. CRIME = ANIMAL THEFT AND AGE > 30	11
5. CRIME :CONTAINS ASSAULT AND SHIP = S	23

Intersection 7

1. CRIME :CONTAINS ROBBERY AND PLACE = SURREY	16
2. VALUE = 0 AND CRIME :CONTAINS BURGLARY	11
3. VALUE < 40 AND SURNAME = SMITH	11
4. VALUE > *400 AND AGE* > 21	8
5. VALUE = 0 AND SHIP = L	11

Intersection 8

1. VALUE > 100 AND DATE :RIGHT PART IS 86	24
2. VALUE < 5 AND PLACE = WILTSHIRE	5
3. VALUE > 35 AND VALUE < 40	36
4. SENTENCE = D AND SURNAME = SMITH	6
5. SENTENCE = D AND SEX = F	41

Intersection 9

1. SENTENCE = D AND AGE = > 21	75
2. SENTENCE = D AND SHIP = P	6
3. SENTENCE = D AND DATE :RIGHT PART IS 87	4
4. SENTENCE = D AND DATE :CONTAINS DEC	10
5. SENTENCE = D AND PLACE = OLD BAILEY	76

Intersection 10

1. SENTENCE = D AND CRIME = ANIMAL THEFT	39
2. SENTENCE = D AND VALUE < 40	128
3. TERM = 99 AND SURNAME = SMITH	0
4. TERM = 99 AND SEX = F	5
5. TERM = 99 AND AGE = > 21	10

Intersection 11

1. TERM = 14 AND SHIP = A	5
2. TERM = 7 AND DATE :RIGHT PART IS 82	13
3. TERM = 7 AND DATE :CONTAINS JUN	12
4. TERM = 99 AND PLACE = OLD BAILEY	28
5. TERM = 7 AND CRIME = HOUSEBREAKING	12

Intersection 12

1. TERM = 99 AND VALUE < 40	24
2. TERM = 99 AND SENTENCE = D	38
3. TRADE = LABOURER AND SURNAME = SMITH	1
4. TRADE :CONTAINS SERVICE AND SEX = F	70
5. TRADE = LABOURER AND AGE > 25	28

Intersection 13

1. TRADE = LABOURER AND SHIP = A	58
2. TRADE = SERVICE AND DATE :RIGHT PART IS 86	23
3. TRADE = LABOURER AND PLACE = BERKSHIRE	8
4. TRADE :CONTAINS SERVICE AND CRIME = THEFT OF APPAREL	17
5. TRADE = HAWKER AND VALUE < 40	7

Worksheet 30 **OR** (Union)

As a class, or by assigning one question per student, complete the following worksheet involving the union of subsets from the Convict Database. Be sure to alter the output format to reflect only the fields pertinent to the request.

1. SURNAME OR G/NAME
   Determine how many convicts had either the Given NAME JOHN or a SURNAME which contained the name JOHN.

   .....

2. SURNAME OR SURNAME
   Determine how many convicts had names derived from the 'son of' prefix MC or suffix SON.

   .....

3. G/NAME OR G/NAME
   Determine how many convicts either had the same name as 1787 King GEORGE or as Queen ADELAIDE.

   .....

4. SHIP OR SHIP
   Determine how many convicts sailed on 'peerage ships', THE PRINCE OF WALES or the LADY PENRHYN.

   .....

5. SHIP OR SHIP
   Determine how many convicts were Transported on the 'first name' ships, the ALEXANDER or the CHARLOTTE.

   .....

6. SHIP OR G/NAME
   Determine how many convicts either had the first name CHARLOTTE or who sailed on the ship CHARLOTTE.

   .....

7. DATE OR DATE
   Determine how many convicts were tried prior to 1783, and after 1780.

   .....

8. DATE OR SHIP
   Determine how many convicts either were tried in the year of Transportation or who sailed on the PRINCE OF WALES, the last ship to join the fleet.

   .....

9. PLACE OR PLACE
   Determine how many convicts either were tried in the county of LONDON or at the OLD BAILEY, the major London court.

   .....

10. PLACE OR SHIP
    Determine how many convicts were either tried in YORKSHIRE or transported on the SCARBOROUGH, which was built in Yorkshire.

    .....

11. CRIME OR CRIME
    Determine how many convicts were convicted of RETURN TRANSPORT or of ESCAPE.

12. CRIME OR CRIME
    Determine how many convicts were convicted of CRIMEs against the State, PERJURY or FORGERY.

    .....

13. VALUE OR VALUE
    Determine how many CRIMEs committed were VALUEd at over 40 shillings or had no known VALUE.

    .....

14. VALUE OR VALUE
    Determine how many convicts committed CRIMEs which were not VALUEd in the 5 shillings to 40 shillings range.

    .....

15. VALUE OR CRIME
    Determine how many convicts either were convicted of some type of ROBBERY or of an offence VALUEd at least at 200 shillings.

    .....

16. SENTENCE OR SHIP
    Determine how many convicts were either originally SENTENCEd to Death or were Transported on the last ship to join the fleet, the PRINCE OF WALES.

    .....

17. SENTENCE OR CRIME
    Determine how many convicts were either originally SENTENCEd to Death or who were convicted of a CRIME to do with LARCENY.

    .....

18. SENTENCE OR VALUE
    Determine how many convicts were originally SENTENCEd to Death or who were convicted of a capital offence, that is, one VALUEd at over 40 shillings.

    .....

19. TERM OR TERM
    Determine how many convicts were either given life imprisonment or a TERM of unknown length.

    .....

20. TERM OR SENTENCE
    Determine how many convicts were either originally SENTENCEd to Death or given a TERM of life imprisonment.

    .....

21. TRADE OR TRADE
    Determine how many convicts were employed in the health professions as NURSE or SURGEON.

    .....

22. TRADE OR TRADE
    Determine how many convicts were employed in making clothes as either NEEDLE WORKERs or TAILORs.

23. AGE OR AGE
    Determine how many convicts were not adolescents.

    .....

24. AGE OR AGE
    Determine how many convicts were not AGEd in their thirties.

Answer Key

1.	SURNAME : CONTAINS JOHN OR G/NAME = JOHN	141
2.	SURNAME :LEFT PART IS MC OR SURNAME :RIGHT PART IS SON	67
3.	G/NAME = GEORGE OR G/NAME = ADELAIDE	19
4.	SHIP = P OR SHIP = L	153
5.	SHIP = A OR SHIP = C	319
6.	SHIP = C OR G/NAME = CHARLOTTE	111
7.	DATE :RIGHT PART IS 81 OR DATE :RIGHT PART IS 82	21
8.	DATE :RIGHT PART IS 87 OR SHIP = P	65
9.	PLACE = LONDON OR PLACE = OLD BAILEY	325
10.	PLACE = YORKSHIRE OR SHIP = S	217
11.	CRIME = RETURNING TRANSPORT OR CRIME = ESCAPE	20
12.	CRIME = PERJURY OR CRIME = FORGERY	4
13.	VALUE > 40 *OR VALUE* = 0	424
14.	VALUE < 5 OR VALUE > 40	489
15.	VALUE = > 200 OR CRIME = ROBBERY	82
16.	SENTENCE = D OR SHIP = P	286
17.	SENTENCE = D OR CRIME :CONTAINS LARCENY	513
18.	SENTENCE = D OR VALUE > 40	368
19.	TERM = 99 OR TERM = 0	42
20.	TERM = 99 OR SENTENCE = D	244
21.	TRADE = NURSE OR TRADE = SURGEON	3
22.	TRADE = NEEDLE WORKER OR TRADE = TAILOR	7
23.	AGE = > 21 OR AGE = 0	723
24.	AGE < 30 OR AGE = > 40	711

Worksheet 31. (AND, OR, Brackets)

As a class or by assigning one question per student, complete the following worksheet involving combinations of Intersections and Unions of subsets from the Convict Database. Be sure both to clarify your requests through use of Brackets and to alter the output format to reflect only the fields pertinent to the request.

1. How many males over the AGE of 25 were SENTENCEd to Death?

   .....

2. How many convicts AGEd in their thirties were given a TERM of life imprisonment?

   .....

3. How many labourers committed a LARCENY of over 40 shillings?

   .....

4. How many convicts came from the south east part of England, the counties KENT, SUSSEX, or SURREY?

   .....

5. How many convicts committed CRIMEs against the State; PERJURY, FORGERY, or LARCENY SACRILEGE?

   .....

6. How many convicts were involved in the building trades as BRICKLAYERs, STONE MASONs, or CARPENTERs?

   .....

7. How many males were transported either on the LADY PENRHYN or on the PRINCE OF WALES?

   .....

8. How many females were tried in either 1783 or 1784?

   .....

9. How many convicts involved in the manufacture of clothes, as NEEDLE WORKERs and TAILORs, were convicted of theft of apparel?

   .....

10. How many people involved in service or employed as MILLINERs were female?

    .....

11. How many LABOURERs or those RETURN TRANSPORT were AGEd between 25 and 30?

    .....

12. How many males were tried either in FEBruary or in BERKSHIRE?

    .....

13. How many convicts on the ALEXANDER committed CRIMEs VALUEd at 5 or 40 shillings?

    .....

14. How many adolescent girls were tried in 1786 or 1787?

    .....

15. How many convicts were either females from KENT or CRIME = ROBBERY over the AGE of 35?

Answer Key

1.	SEX = M AND AGE > 25 AND SENTENCE = D	32
2.	AGE > 29 AND AGE < 40 AND TERM = 99	2
3.	TRADE = LABOURER AND CRIME = LARCENY AND VALUE > 40	1
4.	PLACE = KENT OR PLACE = SUSSEX OR PLACE = SURREY	82
5.	CRIME = PERJURY OR CRIME = FORGERY OR CRIME = LARCENY SACRILEGE	5
6.	TRADE = BRICKLAYER OR TRADE = STONE MASON OR TRADE = CARPENTER	6
7.	SEX = M AND (SHIP = L OR SHIP = P)	2
8.	SEX = F AND (DATE :RIGHT PART IS 83 OR DATE :RIGHT PART IS 84)	32
9.	(TRADE = NEEDLE WORKER OR TRADE = TAILOR) AND CRIME = THEFT OF APPAREL	2
10.	(TRADE :CONTAINS SERVICE OR TRADE = MILLINER) AND SEX = F	72
11.	(TRADE = LABOURER OR CRIME = RETURN TRANSPORT) AND AGE > 25 AND AGE < 30	11
12.	SEX = M AND (DATE :CONTAINS FEB OR PLACE = BERKSHIRE)	34
13.	SHIP = A AND (VALUE = 5 OR VALUE = 40)	9
14.	AGE > 0 AND AGE < 21 AND SEX = F AND (DATE :RIGHT PART IS 86 OR DATE :RIGHT PART IS 87)	14
15.	(SEX = F AND PLACE = KENT) OR (CRIME = ROBBERY AND AGE > 35)	4

Statistical analyses

Worksheet 32.

Numeric fields such as VALUE, TERM and AGE may have significant statistical distributions for certain groups of convicts. The STATISTICS option which may be specified in the output formatting section yields information on the *mean, range, upper limit, lower limit,* and *standard deviation.* Complete the following worksheet by first issuing the complex request and then specifying the STATISTICS option in the output.

1. Determine the *Mean* VALUE of CRIMEs to do with APPAREL.

   .....

2. Determine the AGE *Range* of the convicts on the LADY PENRHYN.

   .....

3. Determine the *Upper and Lower Limits* of the TERM of convicts tried at the OLD BAILEY.

   .....

4. Determine the *Mean* AGE of the female convicts, not including those whose AGE was unknown.

   .....

5. Determine the *Standard Deviation* of the VALUE of CRIMEs containing ROBBERY, not including those robberies of an unknown VALUE.

   .....

6. Determine the *Mean* TERM for the male convicts over the AGE of 25 convicted of LARCENY.

   .....

7. Determine the *Range* of VALUEs associated with CRIMEs committed by LABOURERs AGEd under 30, not including those whose AGE or VALUE was unknown.

   .....

8. Determine the *Mean* AGE of convicts SENTENCEd to Death or given a TERM of life imprisonment, not including those with unknown AGEs.

   .....

9. Determine the *Mean* VALUE of CRIMEs committed by females employed in SERVICE or by adults from HAMPSHIRE, not including those with unknown VALUEs.

   .....

10. Determine the *Mean* AGE of females on the CHARLOTTE, the PRINCE OF WALES, or the FRIENDSHIP, not including those of unknown AGE or those who were SENTENCEd to Death.

Answer Key

1. CRIME :CONTAINS APPAREL
   MEAN VALUE = 38.0 SHILLINGS
2. SHIP = L
   AGE RANGE = 82 YEARS
3. PLACE = OLD BAILEY
   LOWER LIMIT = 0 YEARS
   UPPER LIMIT = 99 YEARS
4. AGE > 0 AND SEX = F
   MEAN AGE = 27.61 YEARS
5. CRIME :CONTAINS ROBBERY AND VALUE > 0
   STANDARD DEVIATION OF VALUE = 120.21 SHILLINGS
6. SEX = M AND AGE > 25 YEARS AND CRIME = LARCENY
   MEAN TERM = 7 YEARS
7. TRADE = LABOURER AND AGE < 30 AND AGE > 0 AND VALUE > 0
   VALUE RANGE = 494 SHILLINGS
8. (SENTENCE = D OR TERM = 99) AND AGE > 0
   MEAN AGE = 28.45 YEARS
9. (SEX = F AND TRADE CONTAINS SERVICE) OR (AGE > 25 AND PLACE = HAMPSHIRE) AND VALUE > 0
   MEAN VALUE = 134.23 SHILLINGS
10. (SHIP = C OR SHIP = P OR SHIP = F) AND AGE > 0 AND SENTENCE = T AND SEX = F
    MEAN AGE = 24.9 YEARS

SECTION VI SUGGESTED ADDITIONAL RESOURCES

Reference books

'AUSTRALIA'S FOUNDATIONS', Norman Little, Reed Education, SYDNEY, NSW

'COLONIAL AUSTRALIA 1788-1840', Frank Crowley, Thomas Nelson Pty Ltd, MELBOURNE, VIC

'CONVICTS', J.E. Tate, Jacaranda Press, QLD

'CONVICTS AND THE COLONIES', A.G.L. Shaw, Faber and Faber Publishing, LONDON

'ESCAPE FROM PORT ARTHUR', Ian Brand, Jason Publications, WEST MOONAH, TAS

'FELONS AND FAIR ONES', Shakespeare and Richmond, Wiley and Sons Publishing, SYDNEY, NSW

'PORT ARTHUR 1830-1877', Ian Brand, Jason Publications, WEST MOONAH, TAS

'SHADOW OVER TASMANIA', Coultman Smith, J. Walch and Sons Pty Ltd, HOBART, TAS

'THE BIRTH OF AUSTRALIA', Robin Smith, Rigby Limited, ADELAIDE, SA

'THE CONVICT SHIPS 1787-1868', Charles Bateson, A.H. and A.W. Reed Publishing, SYDNEY, NSW

'THE CONVICTS', O.R. Scott, K.G. Murray Publishing, SYDNEY, NSW

'THE CONVICT SETTLERS OF AUSTRALIA', L.L. Robson, Melbourne University Press, MELBOURNE, VIC

'1788 — THE PEOPLE OF THE FIRST FLEET', Don Chapman, Mead and Beckett Publishing, SYDNEY, NSW

Novels

'ELIZA CALLAGHAN', Robert S. Close, Circus Books 1957, COLLINGWOOD, VIC

'FOR THE TERM OF HIS NATURAL LIFE', Marcus Clarke, Nelson Publishing, WEST MELBOURNE, VIC

'MARTIN CASH', Martin Cash, J. Walch and Sons Pty Ltd, HOBART, TAS

Field trip sites

OLD MELBOURNE GAOL
MELBOURNE, VIC

PORT ARTHUR PENITENTIARY RUINS
TASMAN PENINSULA, TAS

RICHMOND GAOL
RICHMOND, TAS

ROCKS AREA
SYDNEY, NSW

SECTION VII FURTHER INFORMATION

In each State there are consultants in the Education Department whom you can contact for more information on information technology related matters.

Queensland

Rosanne Gare,
Steve Murray,
Paul Shield,
Laurie Vogler,
(Computer Education Curriculum Project),
Curriculum Branch,
Department of Education,
P.O. Box 33,
NORTH QUAY 4001

Phone: (07) 224 8472

A Computer Education Curriculum Project has been instigated by the Curriculum Branch, Department of Education to support schools in the areas of computer awareness, computer studies and software design development and distribution.

In addition the Library and Resource Services Branch provide hardware support and advice. A directory of schools using computers has been compiled. There are 228 schools in possession of computer equipment. This equipment is used for both curriculum applications and administrative support.

New South Wales

Richard Wiktorowicz,
Curriculum Consultant,
Computer Education,
Directorate of Studies,
Box 33 G.P.O.,
SYDNEY 2001

Phone: (02) 240 8744

Present figures on computer hardware in schools show that 77% of high schools and central schools own at least one computer and the majority have at least one Apple II computer.

Since the implementation of courses in junior secondary schools in 1981, courses in computer education have become increasingly popular. In addition, many schools presently teach computer-related topics in mathematics courses.

The Board of Senior School Studies, under its 'Other Approved Studies' scheme, has been approving computer related courses since 1979.

There has been a government contract on the supply of microcomputers since 1979. This year the Apple II and the Micro-Bee are the computers on contract.

Support materials and outlines are available to schools developing computer courses.

A newsletter for schools containing contributions by teachers, 'Information Transfer', is published by the Mitchell College of Advanced Education. It includes a supplement titled BITS, a magazine for secondary students produced by Liverpool Region, Computer Education Group.

Victoria

Tony Salvas,
42/226 Dandenong Rd,
EAST ST KILDA 3182

Phone: (03) 520 7666

At the time of writing, Tony had been seconded to the Education Department for a second year. His role is to collect and evaluate educational software and teaching resources, and make them available for schools. He has produced two editions of a catalogue of software thus providing curriculum material for schools on demand. Programs contained within the catalogue are for two types of machines; Apple and any CP/M, S100 bus system.

A matriculation level subject called 'Computer Science' has been introduced although at the time of writing it is not yet fully approved. Schools either purchase microcomputers (the majority are Apples), MONECS systems or have access to technical colleges or C.A.E.s. The Department maintains a directory of schools involved in computing.

Several departmental committees have been established to investigate the needs of school computing from the primary level upwards. The Secondary Computer Education Committee as well as producing the catalogue of software, has produced guidelines as well as a document on software standards. The Primary Committee for Computers in Education are looking at the specific needs for primary schools whilst the Technical Schools Committee has initiated a three man task force which visits schools for school based in-service training on demand. All three committees are heavily involved with in-service programs. Several regional computer consultants have been appointed and they are:

Mr Peter Olsen, Yea High School for the Benalla Region
Mr David Waterson, Swan Hill High School for the Bendigo Region
Mr Ray Watson, Dimboola High School for the Horsham Region
Mr Arthur Tatrall, Watsonia High School for the Northern Metropolitan Region
Mr Bill Davey, Whittlesea Tech-High School for the Western Metropolitan Region

A Computer Education Group Victoria (CEGV) was established in 1979. The CEGV organises an annual three day conference (copies of the proceedings are available) and produces a regular magazine called 'COM-3', address: P.O. Box 245, NIDDRIE, Vic 3042.

Copies of the 1981 trial paper and 1981 final paper for the HSC Computer Science Course are available from the CEGV.

South Australia

Peter Sandery,
Angle Park Computing Centre,
Trafford Street,
ANGLE PARK 5010

Phone: (08) 268 5666 ext. 241

Angle Park provides curriculum advice, teaching resources, programming expertise, equipmement loans, in-service seminars, and an IBM batch-processing centre and courier service to all schools, from primary upwards. Apple is currently the recommended microcomputer. A recommended local area network system will be chosen in August 1982.

An excellent 'Computer Awareness' course and teachers kit has been developed.

A newsletter called 'Computers in the General Curriculum' is distributed to all schools in S.A. and is available on subscription.

Western Australia

Schools Computing Centre,
Laythorne Street,
NULLAMARA 6061

Phone: (09) 349 0350

The Schools Computing Centre provides curriculum advice, teaching resources, programming expertise, equipment loans and in-service courses. It is the centre of an interactive network (DIGITAL) for Perth schools.

There are two recommended stand-alone computer systems for secondary schools: INDEX SYSTEM 2000 and VECTOR GRAPHICS, supported with a dollar for dollar subsidy, provision of software and maintenance provided by the Department. In addition there is a recommended microcomputer for use in primary schools: ACORN BBC MICROCOMPUTER. This receives identical support to the secondary systems.

A CSE level 'General Computing' course for year 11 and 12 students began in 1980, and a TAE level 'Computer Studies' course has been submitted for approval. A BSE 'Computing Option Course' is taught in years 9 and 10 whilst computer awareness courses are taught in years 8 to 10.

There is a teachers' group called W.A. Computing Educators (WACE).

A newsletter called 'Interface' is distributed to schools by the Education Department of W.A.

Tasmania

Scott Brownell and Roger McShane,
Elizabeth Computer Centre,
64 Brisbane St,
HOBART 7001

Phone: (002) 30 2883

The Tasmania Education Department has a statewide interactive network based at the Elizabeth Computer Centre (ECC) connecting over 200 terminals, plus 100 BBC and Apple II microcomputers in state schools and colleges from primary upwards. Computer Studies is a subject at both high school and matriculation level. Many schools also run Computer Literacy courses particularly within the Social Science and Commerce areas.

Non-government schools now have access to a computer bureau in Hobart and/or purchase microcomputers.

ECC provides curriculum and hardware advice, in-service seminars, equipment loans, software development etc. The magazine published regularly is called 'Classroom Computing.' Subscriptions from interstate are welcome, in fact ECC is now in a position to market software and manuals to interstate schools.

The Computer Studies Teachers Association was formed three years ago to provide further communication links between teachers.

Australian Capital Territory

Ian Webb,
A.C.T. Schools Authority,
P.O. Box 20,
CIVIC SQUARE 2608

Phone: (062) 95 4371

Curriculum, hardware and software advice and support is provided by the Schools Authority. An interactive network (DIGITAL) for A.C.T. secondary colleges has been operating for five years. Most high schools and several primary schools have purchased microcomputers — the Apple II being the recommended machine. Also there is one Apple II plus a Turtle Robot, a TRS-80 and two Epson printers (donated by the Australian Computer Society) on loan to schools.

There is a matriculation level 'Computer Studies' course and a 'Computers in Society' course for years 11 and 12. Many high schools are running a 'Computer Awareness' course. In the primary schools, use is being made of the LOGO language, C.A.L. materials, simulations and learning games.

A.C.T. schools receive a bulletin 'Computers and/for Education' published at least twice yearly.

Northern Territory

Greg McArthur
SEO Computer Education,
Professional Service Branch,
P.M.B. 25,
WINNELLIE 5789

Phone: (089) 85 0281

NT Policy is currently under review but will continue to support the Apple II computer system. All high schools and a number of primary schools each have at least one of these machines.

Some high schools offer year 11 accredited courses in computer programming, computer studies and computer awareness. There is no externally examined computer studies subject available. In years 8 to 10, most schools run some sort of school developed computer awareness course. The use of computers in primary schools is at a much less advanced stage, but a number of schools are using the computer for drill and practice and other types of computer aided learning.

The NT newsletter is called 'Computalk'.